

The A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE
LIBERTY TEACHERS' ASSOCIATION

VOLUME 24

NO. 4

No person should be permitted to play with the destiny of boys and girls. Teaching is a responsibility too important to leave to the amateur. It is no place for the unemployable or unsuccessful in other fields.

—Alonzo G. Grace, Commissioner of
Education for Connecticut.

FEBRUARY, 1944

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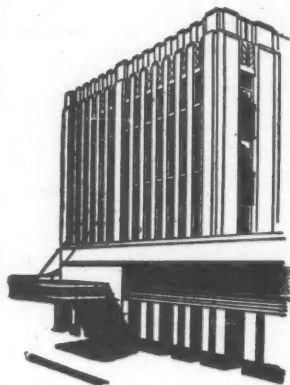
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Volume 24

FEBRUARY, 1944

Number 4

EDITORIAL

TODAY IS YESTERDAY'S PUPIL !

DURING these days of death and destruction there is a very substantial upward surge of juvenile delinquency and statistics point to the supposition that the sharp increase has developed since the start and, as a result of, the war. There has been a rapid increase in the rate of convictions of juveniles; while the percentage of adult convictions for indictable offences decreased 18.3%, convictions amongst juveniles increased 37.9%. This increase was brought about by greatly accelerated increases in theft, burglary, common assault; in fact convictions for common assault amongst juveniles declined over 35% for the 1936-39 period and this has been transformed to an increase of over 62%. However, instead of attributing this brew of rough conduct to its apparent and obvious source, there seems to be a disposition to lay the blame where it is easiest to unload it—on the shoulders of the schools which, impliedly, must recently have lost all interest in inculcating the virtues of courtesy, sincerity, modesty, truth and respect for property, public and private. Youth is more impressionable than adults, so can it be surprising that the radio broadcasts, headlines and reports in the newspapers; the news reels in portraying the smashing by the big guns, the fighter planes, the bombers with the four-ton block buster bombs and the rocket guns have a greater influence on the minds of the young even than on adults? Applauding of telling blows deliv-

ered at the enemy, the gloat of satisfaction, the glint in the eye of adults as they listen to the records or view the scenes of obliterated cities, cannot surely be expected to inculcate in the minds of the youth of to-day respect for life and limb; so the sanctity of property might be expected to be less marked than during normal times. In justice to the youth, they can not be expected to make comparisons between past and present. They have no past to remember; anyway their only known world is the world of the immediate present, not as it used to be. They see as the hero, the destroyer rather than the builder and what red-blooded Canadian boy has other ambitions than to emulate the hero of a hazardous exploit—to be a member of the Commandos, the crew of the fighter plane, of the bomber or the sailer laddie in his silent and hazardous watches for the U-Boats. Is the Canadian girl's ideal other than to see her future wrapped up with the hero of today and bearing sons of heroes? These are the facts which must be noted, and during this prospective, most revolutionary time possibly in all history, there is surely greater need for all parties interested in the welfare of the young, the youth of our Canada of to-morrow, to give heart-searching thought to this question.

It is with this end in view that we warn against any tendency to lay the blame on others. After all the fond parent may easily succumb to the temptation to consider her offspring free from original sin and blame his faults as the responsibility of others. One is reminded of the story of the little girl who had treated a little friend in a rough and tumble fashion. The mother on hearing the complaint suggested that the devil must have got into her daughter and made her do it. The little daughter listening, said: "Yes, Mom, the devil was in me all right, but it was a bit on my own when I pulled her hair and kicked her shins."

RICHARD J. Needham, a columnist of the Calgary Herald protests against the schools being the convenient whipping post for everything that is wrong with Canadian Society. He sarcastically remarks that he would not be surprised if the delay in opening the Second Front was not held by some to be the responsibility of Cana-

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dian educational systems. The article was written in response to a comment of the Ottawa Journal to the effect that young people are too discourteous these days, and that the schools are largely to blame and that something should be done about it. One is reminded of the story told of a remark of Sir John Tenniel, the great cartoonist of "Punch" in a reply to the question put by a lady: "Do you think, Sir John, that Punch is as funny as it used to be?" The reply was: "It never was!" It seems to us that the writer's attitude in the Ottawa Journal is just about on a par with that of the lady who put the question to Sir John Tenniel, but adapted to read: "Do you think the schools and the teachers are as devoted or as efficient as they used to be in developing courtesy, truth, sincerity, and study?" The similar answer would be in order: "They never were."

The fact is as Mr. Needham points out in his article "One Man's Opinion" that it is no use stupidly and superficially placing the responsibility for the present youth of today whether of Canada, U.S.A., Britain—in any of the countries at war—on the shoulders of any one party concerned. Not that the schools or the teachers should turn a blind eye to this problem—nor are they doing so—but rather that all parties should jointly pull together instead of adopting a "pot calling the kettle black" attitude. No single party is capable of winning the victory in this regard, for if one leaves it to the other, then the efforts of one will tend to be rendered nugatory by the passivity and lack of assumed direct responsibility of the other. In other words unless all pull together, there can be little hope of any worthwhile improvement. The article points out that after all the following must be remembered:

- (1) When pupils enter school at the age of 5 or 6 their character and behavior have been pretty well determined by the atmosphere of the home.
- (2) The schools have the child but a few hours each day, 5 days only a week, exclusive of holidays—for a maximum of 200 days out of 365 in a year—in all, the school has the child for less than 25% of the hours lived by the child.

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- (3) If the teacher does make a "stab" at teaching courtesy, etc., he has a poor chance of offsetting the home and community atmosphere where discourtesy and vulgarity may prevail. After all home influence predominates over school influence. Courteous and clean law-abiding homes turn out courteous, clean, law-abiding children and of course, the converse is equally true, irrespective of the contribution that the schools or teachers can render in the comparative short time at their disposal either to augment or offset the influence of the home.

Nor is the foregoing intended in any way to minimize the contribution the school and teachers may make, loyally driving home the beatitudes, the sermon on the mount, inculcating in children a knowledge of the difference between right and wrong. Certainly the teacher who has not these things primarily in mind is neither a fit nor proper person to be kept on the pay roll, even though the rate of pay be less than that paid to the lowliest worker. But as Mr. Needham implies, the remuneration paid to teachers is hardly sufficient to justify his hire being considered more than a purely mechanical job, bereft of the expected additional functions combining father, mother, big brother, policeman, social worker, psychiatrist and wet nurse.

THERE is a burden of opinion that the young child is inherently elemental: he wants his own way, will fight for it, will smash his toys for the love of destruction, will covet his neighbors toys and secure them for himself. Unquestionably these are tendencies to be curbed, and unless curbed the final result may develop rather poor citizens.

The present state of affairs where fathers are on active service, large numbers of mothers at work during the greater part of the day, the increase in child labor—young boys and girls feeling themselves economically independent through earnings—and naturally intolerant of home discipline, even if parents are present: all these things are contributing causes to what is recognized to be **A National Problem** and therefore, it is a challenge to everybody concerned. It will produce no improvement nor assist in developing any counter measures—or "cure"—by placing the blame in any particular place. The writer often wonders if those who decry the inefficiency of the school and teachers in this regard would not do well to read over the regulations of the Alberta Department of Education relating to the responsibilities and duties of pupils:

Every pupil registered in any school shall be required to attend regularly and punctually and in case of absence or tardiness to give to the teacher either orally or in writing a reasonable excuse therefor; to be provided with the authorized text-books and other school requisites unless such are supplied by the board or by the Government; to be clean and tidy in person and clothes; to be diligent in studies, kind and courteous to classmates, and obedient and respectful to the teacher, and to conform to the rules of the school.

Not too bad although rather broadly and generally put. It is suggested that parents and home and school associations might seriously entertain a project to make this objective of the Department of Education and teachers directly known, to parents and pupils. True example is better precept; nevertheless, a precept held aloft just as one sees the text in some homes—"Christ is the head of this home. The unseen guest at every meal. The Silent listener to every conversation."—tends to reflect an atmosphere of desire towards idealism.

In our readings, sometime ago, we came across a code of 20 brief rules defining the student's duty, with regard to his conduct in and out of school. Every student to the tenth class is granted a student's card and is required to carry this card with him. Each student's card bears the regulations in full. It might not be amiss for teachers to read these rules published on page 21 of this issue.

TEACHERS are one with parents, home and school associations, church groups and all others in searching for a cure for present ills; each group may do their own bit towards raising the standard of conduct of the youth of to-day and to-morrow. As the Edmonton Journal suggested a short time ago:

There is a form of cure that may be applied locally without waiting for governments or municipalities to act.

A challenge is here to community leagues, to home and school associations—offer the boys and girls something more interesting, more truly exciting than the false thrills promised by the corner gang. The results are bound to be gratifying.

CANADA has no need, to look on the darkest side of things. After all the boys and girls of yesterday are upholding their own honor, the honor of their homes and of the nation, in a manner second to none amongst other nations on the allied side. Despite what may be set forth by peddlers of blue ruin, so prone to dip the pen or tongue in gall, our young men and women, generally speaking, manifest neither deficiencies in courage or intelligence, nor in responsibilities to their homes, nation and their fellow men. They are respected and admired by those in the old land where they have been received as guests as being notably modest and courteous. Furthermore, the great General Montgomery is unstinting in praising them and he knows what the Canadian boys are capable of accomplishing. Not that they might not be even better of course; nevertheless, what they actually are may surely merit credit in good measure being placed to the schools and to those who led and directed them before the call to sacrifice life and limb proved irresistible. However, it would be a flippant, stupid suggestion to make that all is for the best in this best of possible worlds. This matter of offsetting these attendant evils of war destruction and waste needs the earnest application of those who look to the future better world.

TEACHERS TO HAVE CREDIT FOR FUTURE SUMMER SESSION COURSES

THE A.T.A. is pleased to hear that, at the request of the Department of Education, the Faculty of Education of the University assume full responsibility for Summer Session courses in education at the elementary and intermediate, as well as at the high school level. Henceforth it will be possible for teachers attending Summer School to obtain B.Ed. credit for all courses. No longer will teachers spend time and money on courses that earn exactly zero university recognition. Beginning with the Summer Session of 1944, the Faculty of Education will accept registration from any teacher holding the High School Diploma who wishes either to qualify for permanent certification or to proceed to the B.Ed. degree. The A.T.A. has striven continuously for years to improve the professional status of its members. The present change in Summer Session regulations leads to such improvement.

Summer Session fees for teachers taking university courses are to be reduced considerably, making them very little higher than Department of Education Summer School fees have been during the past year or two for those carrying a full program. For many years, at the A.G.M. and in executive sessions, we have urged a reduction in University Summer Session fees. It is encouraging to note that the University is now recognizing the reasonableness of our requests.

The Faculty of Education advises us that a Summer Session Announcement will be available for distribution about February 20th.

Registration should be completed by March 31st in the Faculty of Arts and Science, and by April 30th in the Faculty of Education if degree-credit privileges are to be assured. Texts for all courses will be available through the University Book Store. Assigned readings must be completed before the Summer Session opens on July 17th.

Further information concerning changes in Summer School procedures is given in the Department's Official Bulletin, page 37.

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Educational Reconstruction in Defeated, Satellite and Occupied Countries After the War

By DR. F. C. ROSECRANCE, School of Education, Northwestern University

THE recommendations given below are made with the following orientation: (1) Education is not limited to schools, textbooks, and teachers; the press, radio, drama, and public discussions are all means of education. These recommendations, however, are limited to formal education as carried on in or by schools and colleges. (2) Educational reconstruction must be undertaken as an integral part of the total program of reconstruction. Democratic education is a co-requisite of a democratic political system. (3) An ideal system of education for world peace should consider the need for understanding racial cultures and strive toward racial equality. (4) While plans should be made for the rebuilding of educational facilities and services within the United Nations, the recommendations which follow are intended to apply to the defeated, satellite, and occupied countries. (5) No single pattern of educational reconstruction is likely to be appropriate in meeting the needs of all such countries. The proper approach to educational rehabilitation in any country can be learned only through a careful analysis of conditions in that country. (6) Education for world peace and co-operation, if not for world citizenship, is important, but recommendations in this report deal with immediate needs which require special and urgent consideration and, therefore, relate only indirectly to long-term objectives.

Recommendations

(1) A United Nations' Educational Council and an International Edu-

cational Office. Prior to cessation of hostilities, education as a field should be explored by official action of the United Nations, just as relief, the stabilizing of currencies, and other fields are already in process of exploration. A United Nations' Educational Council should be set up as a temporary agency to perform this and other immediately necessary functions. After the war a permanent International Education Office should be established, organically related to whatever international league, council, or government may be formed.

Two agencies are not being advocated here. The United Nations' Educational Council is designed to function prior to the peace, the International Education Office after. The making of plans for educational reconstruction cannot wait until the cessation of hostilities. Immediate tasks would appear to be: research to ascertain the extent of the devastation caused by the war in educational institutions; selection and training of reconstruction workers in education (nationals of the countries concerned), preparation of textbooks and of plans for their production and distribution after the war; drafting of plans for the placing and training of teachers of defeated and liberated countries in free countries after the war; elaboration of tentative arrangements for the international financing of educational reconstruction.

The International Education Office might be patterned after the International Labor Office. When the war

ends this Office should be ready to begin functioning immediately for all countries. Among other things it should conduct studies, counsel with national governments, stimulate contacts between scholars of various countries, encourage international conferences, assist in improving educational standards, take the initiative in planning for post-war education throughout the world and for education in international co-operation.

(2) Survey of Educational Needs.

A survey of educational needs from elementary to higher education should be made by the United Nations' Educational Council or the International Education Office. Educational authorities of each of the countries concerned, where feasible, should participate in making the surveys and formulating plans for meeting the needs discovered. Requests for assistance, both financial and consultative, should be made of the United Nations' Educational Council or the International Education Office.

(3) Financial Aid. Financial aid should be granted to rebuild buildings, to furnish equipment and supplies, to print textbooks, to assist in the training of teachers, and in the furnishing of educational consultants as requested.

The repair of devastated buildings, libraries, scientific equipment, the preparation of new textbooks, the re-education of teachers, and other measures will entail vast expenditures of money. Considering the necessity for meeting these needs in a reasonable time and taking into account the impoverishment of both the aggressors and victims of aggression, the financial support of the United Nations will be essential.

(4) Advisory Assistance. United Nations military and civilian administrators as well as educational authorities of liberated and defeated countries should make use of the advisory services of educators made available by the United Nations' Educational

Council or the International Education Office.

Certainly nationals from other countries, as educational experts, should not go into defeated or liberated countries unless invited. It is to be hoped that requests for assistance will come not only from educators in these countries but from United Nations military and civilian administrators who are likely to be entrusted with the responsibility for clearing the ground for educational reconstruction. While much valuable help of an advisory nature can be given, most of the rebuilding of educational systems will have to be done by the nationals of the countries concerned.

(5) Educational Personnel. In the Axis and satellite countries reconstituted educational authorities should be composed of teachers and educational administrators who do not use their positions to propagandize against democratic principles. The treatment of educational personnel cannot vary markedly from that accorded municipal, regional, and provincial authorities in other fields. In defeated countries it can be assumed that the most notorious nazi and fascist leaders will be removed from office.

(6) Educational Supervision. Beyond insuring teachers and administrators complete academic freedom and responsibility, no attempt should be made either to impose a new educational system on a country or to police the old educational system. A foreign group can plan to some degree for the restoration of the economic life, for the reconstruction of cities, homes, and transportation facilities, and for the re-establishment of systems of sanitation and public health. It cannot plan an educational system for another country, because education is so imbedded in a people's culture that no outsider can draft schemes for it.

(7) Education and Re-education of Teachers. All year courses and special

short training courses for teachers and educational administrators should be organized following the war. In some countries the firing squad, the hangman, and the labor battalion have taken a toll of large numbers of teachers. The closing of universities in Central and Eastern Europe means that no new educators have been trained for many months. Former teachers, dismissed before the war for "lack of sympathy with the regime", teachers drafted into some form of national service, and teachers who stubbornly resisted efforts 'to bring them into line' will all need education or re-education. A year's study in a democratic country might accustom teachers of defeated, satellite, and occupied countries to live in a free world.

(8) **Interchange of Students.** A plan of interchange of students should be established with government subsidy as a desirable means of fostering international understanding and friendship. The use of the Boxer Indemnity Fund to educate Chinese students in the United States demonstrates the worth of this recommendation.

(9) **Textbooks, Courses of Study, Visual and Other Educational Aids.** The United Nations' Educational Council should entrust a competent group of educators (if possible, nationals of the countries involved) with the task of gathering materials for use in texts and courses of study. All countries possess democratic elements in their own cultural heritage; these should be drawn on in preparing educational materials. The preparation of textbooks, publishing them, and the filling of libraries is likely to be a major task. There is a severe shortage of paper and printing presses. Supplies of scientific equipment of various kinds are badly needed in many European countries. Films depicting the life of free countries are likely to be greatly in demand and will be important instruments for the

education of young and old in all countries.

(10) **Minimum Educational Standards.** The International Education Office should define minimum standards of education and recommend them to all nations. These might include: the elimination, insofar as feasible, of illiteracy; the provision of equal opportunity for educational development; the improvement of the teaching profession; and standards of academic freedom and responsibility. Lack of education in one part of the world may threaten the security of another part.

(11) **Adult Education.** Definite plans should be made by schools and colleges for an expanded adult education program after the war. This will be important because: (1) the closing of universities and secondary schools, the necessity of national service, and the shifting of populations in Europe, all have interrupted young people's studies; (2) after the war many will have to study part-time and work for a living; (3) democratic government requires adequately educated people; and (4) the prospect of a shorter working day will make adult education important in the utilization of leisure.

(12) **Common Language.** Some one language should be agreed upon as the principal foreign language to be taught in schools after the war. The spread of international communication and transportation by radio and airplane will make a common language a necessity. Its adoption would tend in the direction of producing better understandings between peoples and nations.

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The LETTER BOX

Dear Mr. Barnett:

You will probably recall that last July I dropped in to see you and among other things we discussed the prospects of teachers who, like myself, joined the Service whilst at University and who consequently are not on leave of absence from any school although they may have taught in the Province for several years.

While in Edmonton I discussed this problem with some Departmental officials, only to find that we have no status at all and that neither the Department nor the School Boards are under any moral, legal or ethical obligation to place us in any position whatsoever.

Naturally this knowledge is somewhat disturbing, especially in view of the fact that ones professional position apparently deteriorates while in the Service relative to the position of other teachers who are continuing their professional careers.

Personally, I freely admit that I had hoped for a Supervisorship if I could have proven myself in the High School field as I was doing, and could have continued to improve my academic qualifications. But now I cannot help but feel that this possibility is hopelessly remote, the more so because several other men are gaining experience as Supervisors by virtue of temporary appointments even though not necessarily better equipped academically or naturally than many of the rest of us.

I would deeply appreciate your serious consideration of this problem and would like to hear your views on its solution.

Yours very truly,
Flight Lieutenant,
(R.C.A.F., Quebec City).

Editor's Note—Could any reasonable person conclude otherwise than that the writer sets forth a strong case? There are obvious inherent prospective disabilities resulting from enlistment. The A.T.A. might with justice recommend that School Boards should follow the principle laid down in the regulations of the Board of Administrators whereby the right is

accorded to teachers serving in the Armed Forces to credit the period during enlistment as if it were served in the schools. That might go a long way towards adjusting the salary disabilities: that is to say, he would be allowed full increments for past experience on the salary schedule whether he served with the respective Board or elsewhere. However, the Department of Education is the sole authority to decide the matter of appointment of inspectors and superintendents. Granted that adjustment of Departmental staff organization and new appointments, when their enlisted personnel return for duties, will doubtless be a headache to the Department; nevertheless, we hope and believe the Department, in making future appointments to the staff, will not forget to place the soldier boys in line who were of Departmental staff caliber previous to their responding to the call.

HOLDEN AT THE HEAD OF THE LIST

Reports are coming through from Locals and Divisional School Boards giving particulars of salary schedules recently negotiated. It is to be noted that the tendency is to raise the maximum and the minimum for all classes of teachers over and above the statutory minimum of \$900; for example, Red Deer has raised the minimum to \$950 and Wetaskiwin proposes to do likewise. To Holden School division goes the credit of being the first Divisional Board to offer a minimum to a one-room school teacher of \$1,000 plus full allowance for past experience whether served in the Division or elsewhere. Both the Holden Divisional Board and the Salary Negotiating Committee are to be heartily congratulated.

Post-War Re-establishment of Teachers

By A. J. H. POWELL, M.A.,

Member of the Northern Alberta District Rehabilitation Board Since Its Inception, November, 1941

ON October 1st, 1941 the Post-discharge Re-establishment Order (the now famous P.C. 7633) came into effect in Canada. Less than a month later there were set up, in the major cities of the Dominion, District Rehabilitation Boards whose duty was to administer grants from Dominion funds to be paid to discharged men as an aid to their re-establishment in civil life.

Immediately, the District Boards began to receive applications and to make payments as follows:

- (1) To men with vocational experience who were delayed for a week or two in getting jobs.
- (2) To men who were returning to farms or other enterprises and needed support until their business began to give them a living.
- (3) To men suffering from temporary illness or disability so that they might take needed rest before going back on the labor market.
- (4) To men wishing to undergo trade training.
- (5) To men planning to resume interrupted education.

Within the past year the scope of the Order has been enlarged to include women. However, to save circumlocution, the writer will continue to refer simply to "Men".

For two years following the setting-up of Re-establishment machinery it was felt that the job should be done without a lot of fanfare, since the road ahead was long and obscure and it was no time to put emphasis upon the return of men who had as yet hardly smelled the battle.

Now, however, the lid is off and everyone is invited to be thinking soberly and constructively about the

problems of post-war reconstruction especially as they concern the welfare of our boys in the services. And it seems desirable that someone who has become intimate with the plan and yet retains freedom of utterance should talk out plainly for the teachers now in uniform. Hence this article.

The writer intends to do some plain speaking first, and then to propose certain things for which the Canadian Teachers' Federation and the Provincial Associations ought to put up a stiff, untiring fight.

* * * *

Education has always got "the neck of the chicken" from the Dominion authorities. The B.N.A. Act has made it so. And the same act has served and will serve to ward off from the Dominion Treasury any claims that may be made for schools or for teachers in competition with claims for railways, airlines, industrial research, land settlement and the like. From two years' close observation the writer is glad to give the Department of Pensions and National Health (which is charged with looking after Post-discharge Re-establishment) quite unstinted credit for a sincere desire to do well by the boys who come home. But, with a jealous Treasury and a long tradition holding it in check, that Department will be almost bound to balk and bridle whenever a teacher asks for a break.

* * * *

For the returning man-teacher, a job in a rural school is not—IS NOT—re-establishment. The Rehabilitation Board can say with superficial logic: "You have a skill already, and there are schools available. We have nothing for you."

Let us hammer on these facts:

- (a) Rural teaching is a beggarly job for men in most parts of Canada. For example, in P.E.I. they averaged about \$550 salary in 1940. Other provinces:

Nova Scotia	\$ 600
New Brunswick	680
Ontario	980
Manitoba	750
Saskatchewan	620
Alberta	860
British Columbia ..	1100

(The figures are rough but essentially true).

- (b) The man who goes into rural teaching on such salary terms as those must hoist himself up by self-improvement and added professional training into villages and town principalships if he is to enjoy the good life and establish a home. Those who succeed in this do so by investing their tireless youth and by deferring marriage until they have made good.

The returning teacher will in many instances have invested his tireless youth in the pursuits of war, and will quite rightly have got married too, while his income gave him a chance to do so. That man—if you send him back to a rural school,—will have two strikes against him from the start.

- (c) The returning man-teacher who wants to make a fair living after the war will have to compete with the products of the colleges and Faculties of Education in the Universities. The Village, Town and City principalships (and in large measure the assistant posts too) will become more and more the preserve of university graduates.

- (d) There is going to be, in our time, a great increase in the administrative and supervisory services of education across Canada. We have seen it more than doubled in Alberta in the

past ten years. The returning man-teacher has a right to say "I want a chance to go into educational administration," and if he needs a university training towards that goal, and can make the required academic showing as he goes along, he should have as much right to such training as the man who wants to be a lawyer (not a lawyer's clerk) or the man who wants to be a surgeon (not a ward orderly). If he can make good on those terms, he will be admirably fitted by his wide travel and varied experience for the higher responsibilities of Education.

* * * *

A colossal amount of money is going to be spent in Re-establishment, and quite rightly so. Lieut.-Col. Bovey estimates that the costs of Vocational Training for ex-service personnel will be at least \$149,450,000 in the first post-war years. Under The Veterans' Land Act it will be possible for the individual to get as much as \$6,000, of which \$2,320 may become a gift to him from Canada if he makes good. Under P.C. 7633 a man who goes back to his own farm may receive hundreds of dollars in grant (not loan, but given money) while waiting for his sows to farrow and his wheat to grow. Under the same order a lad who went straight from Grade Twelve to the war may receive a full University training in Medicine, Law, Dentistry or what have you, comprising payment of all his fees and \$44 a month for his keep—much more than that if he is married.

This is not to say that money is going to be thrown around recklessly. The writer sees evidences already of safeguards and reservations well calculated to keep the Department of Pensions and National Health from becoming Santa Claus to every returned man and his dependents. But there is going to be an awful lot of

money spent in substantial individual grants for the purpose of putting men, one by one, on their feet economically. It is the duty of every Teacher-organization to see that would-be teachers shall get as generous a share of re-establishment benefits as would-be doctors, lawyers, engineers, accountants and farmers.

* * * * *

So much for plain speaking. Now for the proposals, which shall be made in the form of typical cases, all fictitious.

Case No. 1. Bill Andrews completed his Grade XII in 1941 and then joined the Air Force. He comes home without disabilities and wants to be trained for teaching. Should he be given benefits as a Vocational Trainee for as many months as are needed to go through Normal, or should he be received as a candidate for professional training in the College or Faculty of Education? The writer declares with deliberation that it is time now for all teacher-organizations to begin fighting for Bill Andrews' right to get the University training. Otherwise he will not get it—on the plea that education and teachers are a provincial responsibility, and that Dominion money cannot be spent on teacher-training (or anyway only a little bit—enough to put him through Normal, perhaps).

Case No. 2. Thomas Briggs had taught 3 years and had taken regular summer-school courses before enlisting in 1940. He has an Elementary & Intermediate Certificate. He married while on service. His application is before the District Rehabilitation Board; he has saved some money and now sees his chance of going to University and becoming that lucky creature—a teacher with a degree. In a perfectly legitimate sense he wants to “resume interrupted education”—but unless we get busy about it the Department of Pensions and National

Health will almost certainly say that his education is not interrupted within the meaning of the Order P.C. 7633, and that he is not in need of further vocational training.

Case No. 3. Harry Coppick went through Normal School, taught six years in the country and five years in a village, and worked so diligently by the midnight oil that he took his B.A. degree before enlisting in 1942. He comes back home and puts in his application for “interrupted education” so that he may take courses in administration and supervision. Ottawa says “But bless my soul, this man is graduate already. There’s no interrupted education here”. That is exactly where they are wrong. If Coppick hadn’t gone to war, he would have been building up his professional equipment by post-graduate courses and would have been in line for a Superintendency by now. His career has been damaged, his education has been interrupted, and he is as much entitled to benefits as a medical student who went to the war in his third or fourth Varisty year.

So as not to become tedious, we may leave it at that. The full weight of the Canadian Teachers’ Federation and all Provincial Organizations should be exerted very soon, to ensure that our returning man-teacher is not shoved into rural teaching under conditions which make it very difficult for him to better himself; to ensure that every recruit to the teaching profession shall have in full the University training to which his academic preparation and his war service may entitle him; to make good the right of ambitious self-improving teachers like Case No. 2 to resume interrupted education with the same benefits as part-trained lawyers, doctors and others; and to safeguard the claim of the teacher with a non-professional degree to continue university studies towards a degree in Education.

Urgently Confronting Education---

Are These Problems in 1944

How to find and develop new teachers to fill "the many more vacant chairs at teachers desks in 1944" and how to hold the good teachers now in the service in the face of competing salaries is the number one problem confronting education in 1944, according to an informal check with members of the Educational Press Association.

And the corollary to that problem is obtaining immediate aid from the National Government to meet this challenge.

Other problems with which the nation's teachers, school administrators and education's leaders will grapple during the coming months include:

1. To attune school curricula on all levels "to the methods and needs incident to the war;" or, to put it another way, to adjust schools programs to immediate real war needs. (Nationwide conversion of high-school physical education to a war basis—five periods of real physical training for all students—is an example of "attuning" one area of education to war needs.)
2. To equalize educational opportunities between poorer and richer states; between city and country children; between white and Negro citizens.
3. To reeducate returning servicemen and woman, in both vocational skills and in skills needed for citizenship in the post-war unified world.
4. To create an International Office of Education to help reconstruct education in occupied and Axis countries.

Problems and More Problems

Also urgently confronting education in 1944 are extension of nursery education, especially for children of working mothers; control of juvenile delinquency; "revival of liberal arts"; improvement of the teaching of geography; and better public relations on the part of educators—this last item, incidentally was named by the Educational Editor of *Christian Science Monitor*, Millicent J. Taylor.

And Looking Ahead

For 1944 and the years after educators see such kaleidoscopic development as "struggle between workers

and manager-owner groups for control of the public schools;" and "local successes and national failures" in education.

William Dow Boutwell, U.S. Office of Education's Information Chief, sees—

"Another major crossroads for American education. We are moving into a period in which the decisions made will be fully as lasting as the decisions of the '100 days' at the beginning of the New Deal. Then, in the darkness of the depression, education missing the turning, continued straight ahead on its old road while most of our national life shifted into other paths. Although the new crossroads is marked 'Post War' make no mistake for "post war" will be present in 1944 whether victory is won in that year or not.

"Already more than a million men have been discharged from the services and the question of what education shall do for them is on Congress' doorstep. How shall the post-war Federally-sponsored building program be handled in relation to schools? On what terms shall schools receive surplus war materials? Will we have compulsory military training and, if so, what shall be education's relation to it? Thirty million men and women are coming out of military service and war industries. Who shall retain them? On what terms?

"These and many other issues will begin to demand answers in 1944. Unless education finds good answers and forcefully and unitedly presses for acceptance of its answers we may again see the Federal Government carrying new educational burdens. Society will tolerate no vacuums. Unless education prepares to fill the post war needs other agencies will. In 1944 education has a rendezvous at a crossroads of history; let education keep that appointment on time, its pockets bulging with shrewd and daring plans for better American tomorrows."



Although this article is written about the problems confronting American education, it applies to the schools of Canada and throughout the world.

SELECTING OBJECTIVES FOR UNITS OF WORK

The Fourth of a Series of Articles on Classroom Problems

By G. C. FRENCH, M.A., of Edson

MANY teachers have difficulty with the selection of objectives for units of work. This phase of planning is one of the most important problems which teachers face in the type of educational program in which it is necessary to make a classroom curriculum from the outlines given in the Course of Studies. Curriculum-making is closely associated with the objectives of education, particularly where the curriculum is regarded as a means to an end rather than an end in itself; where the emphasis is placed on pupil growth rather than on subject matter development.

Educational objectives may be divided roughly into two groups; the more remote, ultimate, general, objectives, and the more immediate, particular, working objectives of education. For example a Course of Studies may state that modern education stresses the growth and development of the whole child; that it stresses the development of each child's abilities for use in a democratic society; that it embraces the tasks of teaching the child to use his talents in his contributions to the group with whom he is working, of training him to work individually as well as co-operatively so that he may attain satisfaction from his own efforts, and of giving him the knowledge and skills which will make his contributions effective. These are general, not particular objectives of education.

A Course of Studies tabulates what may be called the average attainments to be expected of pupil groups at various age levels and in various subjects. These are determined by a study of the past training, experience, and past achievements; of the present

interests; and of the capacity for future growth and achievement of average school pupils. The Course of Studies assumes that average groups will have these qualifications, and on this basis sets forth the common needs of pupils in different areas of learning, and in different divisions of grades of the school. However, the Course of Studies never can do more than describe the attainments to be expected of average school pupils.

Every teacher knows that children vary greatly in their past training, their present interests and their capacity for future growth. Pupils come from different types of homes, schools and communities; from different occupational and cultural groups, in which they have been exposed to a great variation of experiences. For this reason no Course of Studies can set forth the detailed needs of particular pupils and class groups. These must be determined by the teacher herself through careful observation and evaluation of the interests, achievements and capacities of the pupils for which she is responsible. In order that a teacher may transmit the abilities, knowledge, skills, attitudes and appreciations which are considered essential to the complete growth of pupils, she must be informed completely about both the general goals of education as set forth in the Course of Studies and the particular goals which can be attained in her own classroom, formulated by her in terms of what each pupil needs and in terms of the facilities with which she must work to fulfil these needs. It would be foolish for any teacher to attempt to attain some objective set forth in a Course of

Studies for which her pupils had no background of experience and in which they would have little interest.

The steps to be followed in the determination of the immediate objectives of any unit of work are briefly:

- (1) A complete study of the general grade and subject objectives as listed in the Programme of Studies.
- (2) An evaluation through all types of measurement available of the interests, achievements and capacities of the pupils in the class group.
- (3) A formulation from this data of the specific objectives which seem most appropriate and in which the pupils show most need.

This list of specific objectives will not be found in any Course of Studies, nor in any teachers' manual. It must be compiled by the teacher herself. Again, the teacher may find that she should divide her class into several groups on the basis of varying needs, for which each group or in some cases individual pupils will be assigned specific immediate objectives.

The objectives selected should be stated clearly and concisely, and as specifically as possible. Teachers may find it advisable to make the list short, consisting of the present objectives of meeting the greatest needs which have been located. In this case, the list will need continual revision as some of the needs are met and as others are added to the list. In this way a teacher should find it easy to keep clearly in mind her more important immediate objectives as she goes about her daily work of guiding the growth of her pupils.

If a teacher follows this plan of determining objectives, she would not list in her plan book such statements of objectives as: the ability to spell correctly, to speak correctly, to use grammar correctly. Her list would probably consist of such errors as:

was for were, seen for saw, ain't, can for may, which had been located in the pupil's work. Yet it is surprising at times to learn of the number of teachers who believe that they must teach a language textbook completely as such, page by page, because the Programme of Studies names the book as a text.

By being aware of the need of diagnosing pupil difficulties, teachers will find many immediate skill objectives in their observation of their pupils' daily work. In reading, for example, they may find pupils who have faulty eye movement; who have an inadequate recognition vocabulary; who show evidence of vocalization, or of single-word reading; who have low comprehension scores. In arithmetic, they may find pupils who do not know the combination and separation number facts; who do not know the necessary multiplication facts; who do not understand certain techniques of division; or techniques required in the operations of fractions. Similarly, in all of the skill work of the classroom, teachers will find many pupil needs leading to the tabulation of immediate objectives for remedial groups or individual pupils and turn to remedial work to eliminate these weaknesses. The Programme of Studies for the Elementary School is rich in suggestions of possible pupil skill deficiencies, and of remedial work to meet these needs. Teachers who approach in this spirit the problem of selecting objectives for units of work, will find that many of their difficulties in curriculum-making have disappeared.

Teachers who are having difficulty with the problem of selecting objectives for units of work in their classroom, should find it profitable to introduce this question at their next Sub-local meeting. This discussion of educational objectives will be continued in the March number of *The A.T.A. Magazine*.

The Lighted School House

By LEONARD BERCUSON, M.A., Correspondence School Branch, Edmonton

PART II

THE lighted school house—that is the term applied to school plants all over the continent which are opening their doors each evening to adults. Those opening doors are in response to a need felt by hundreds of thousands. People, whose ages range from twenty to over sixty are demanding an opportunity to continue their learning. There are so many things they want to know—economics, psychology, history, literature, handicrafts—to name only a few. And where classes have been organized for these oldsters, one finds an enthusiasm and an interest in learning which is unforgettable. I can remember vividly my first experience. The date was November 1939. Dr. H. D. Southam, professor of Education at McGill University asked me whether I wished to accompany him on his regular weekly trip to the adult education school at Lennoxville in Quebec's eastern townships. His invitation startled me. "Do you mean", I asked, "that you travel one hundred miles from Montreal to Lennoxville each week?" "Yes," he replied, "and it's well worth it. That's one of the most exciting experiments I've encountered. They are developing leaders from among the most ambitious adults in the area. Lennoxville is only one of five community schools which have been organized to train people who are convinced education should end at eighty instead of eighteen."

Well, we left Montreal that Thursday afternoon in November. We rode in an automobile which someone interested in adult education had gladly supplied. Seated beside me was a graduate student in genetics whose hobby was dramatics. There was

enough vitality and zeal in his dramatics class at Lennoxville to make him feel that a 200-mile return trip was well worth the effort. There was a young woman social worker who lectured on sociology. In the same car, too, we had an authority on housing and an art teacher. We reached Lennoxville in time for dinner and I can remember that meal well. Alex Sim was our host. He was a pleasant, unassuming fellow who had begun his work of adult education the year before with a small grant from the Carnegie Foundation and a boundless enthusiasm for his work. He was convinced that the people throughout that area were eager to follow a consistent, systematic course of study if it were properly presented to them. Alex Sim told us at that dinner he was sure the number of community schools dedicated to adult learning would steadily grow. Just last week I heard from him. His report of achievement was so remarkable I involuntarily blinked as I read the statistics. There were five community schools in 1938. Today, five years later, there are 83. Those figures tell more than glowing adjectives.

The instructors who sat around the tables that evening were not all professional teachers. There were some, of course, but there were others—lawyers, doctors and craftsmen from Lennoxville who knew a subject well and who could communicate their learning to others. We all went to the High School at 7:30. It was ablaze with light. Every time I go past the schools of Edmonton or Calgary now and see them as dark masses against the sky, I remember that school. It all comes back to me—the scores of

people getting ready for their first class; the youngsters in their early twenties and the white-haired men and women in their sixties—all there for the same purpose: to learn more about the things which interested them. One could almost feel their ardor. The corridors were crowded as the starting hour approached, quite unlike the dark, silent halls of our own schools tonight. Then the bell rang. Adult students began to file into the various rooms. They represented every trade and profession, every level of society. In one room the subject was public speaking; in another it was dramatics, or sociology or glove-making or history. If ever one saw earnest students, here they were. After all, they were attending this classroom voluntarily; no laws of the land compelled their presence. And their earnestness showed clearly in their undivided attention and in the questions they asked.

After an hour of lecture and discussion came the bell and recess. The rooms emptied in a moment as the pupils rushed for the auditorium. For a few minutes there was folk-dancing, gay, spirited and lively. Then the lights blinked; the auditorium became dark. A stirring documentary film followed, its subject housing. Immediately after, the authority on housing led the discussion on this topic. It was an excellent session, with people of every political and economic faith participating.

Then the bell rang again, and adult students filed back to the classrooms for another period of study. At 10:30 that evening the lights went out in Lennoxville High School. Students returned to their homes. Some had a few blocks to go; others travelled miles. But distance made no difference. All through the months of that winter and every winter since, adults have been going to the high school continuing their education and finding a new zest in life.

What has been done in the Eastern Townships of Quebec can certainly be done in Alberta. There is the same enthusiasm for knowledge here; there are school buildings too which can and ought to be used for instructing adults. As one passes by these buildings, has the thought never presented itself that they are public investments paid for by our citizens? Then why should we close them at four each afternoon, to stand idly during the evenings when they could be housing animated groups of adult students? In our present scheme of things, education ends for most people at eighteen years of age. Up until eighteen the resources of the state are employed to give instruction to every boy and girl. We count this instruction as a most valuable investment, and it is. The more educated our young people, the more they can give to the nation as a whole.

(To be continued)

Payment of Salary During Sickness

The Schoolmaster and Woman Teacher's Chronicle, December 23, 1943.

The Middleton (Lancs) Town Council have passed recommendations that during absence from duty through sickness, members of the Council's Professional, Technical, Administrative and Clerical Staff, with less than five years' Local Government Service, be paid full salary less (in the case of persons compulsorily insured under the National Health Insurance Acts), National Health Insurance benefit or Workmen's Compensation (if any) for a period of two months, and half-salary for a further period of one month in any "sickness year." And that after five years' Local Government Service, full salary for a period of six months and half-salary for a further period of three months be paid, less deductions mentioned above in any "sickness year," provided that before the expiration of the three months half-pay period, an independent specialist's medical report be obtained, and, if favourable, a further maximum of three months half-salary be granted.

Revolt in the Classroom «

A Follow-Up by an R.C.A.F. Flying Officer

The article "Revolt in the Classroom" in the December issue of *The A.T.A. Magazine* made interesting reading, as did the reply, "Trustees Disapprove". The former article may have exaggerated somewhat, but many teachers would certainly disagree with Mr. Andrew's attempts to portray the whole thing as a gross exaggeration. It might be somewhat illuminating to quote a few words from an article written in *The Manitoba Teacher* on the matter of school discipline. The author is D. C. Fraser, Inspector of Schools for Pictou County, Nova Scotia.

"... a reasonable personable timetable might be as follows. During each school day, reserve the evening hours of five to seven for sports, reading, rest, music or anything that is healthful and a change from school work. Spend seven to ten in quiet thought, study and planning. Use the time remaining before retiring for a walk, a game, reading the news, the radio, or chatting with the household. Invitations for nights out from Monday to Thursday inclusive should be declined, unless the good of the school appears best served by acceptance of an occasional invitation. For example, the teacher does right to go to meetings of a Home and School Association, but she should positively and invariably refuse to attend games, sports and dances during the nights just named. Once her public is convinced that she is not free on certain nights, she will no longer be troubled with invitations. This self discipline prepares a teacher for her task. Friday night should be the one free night of the week, except, of course, Sunday, which is free throughout. Saturday night should be spent in the usual

study and preparation unless the work was done during the day."

When we are trying to interest the cream of our youth in the teaching profession, as we should be, we might read the above quotation to them, and then, to quote Mr. Andrews: "—the minimum salary is \$900 for rural schools per year with annual increments reaching a maximum of \$1200 or more over a period of eight to ten years." And so, after ten years of service re the above schedule, the teacher would actually be earning the sum of \$1200. Of course, these are wartimes, so the above salary schedule could be expected to fluctuate somewhat!

But seriously—and it most certainly is a serious question of vital importance to the future welfare of our nation—how can we expect the best of our youth to become teachers with a set-up such as this? How can we expect parents to wish to see their children become teachers?

From interviews with senior high school boys, this writer has found that less than one in twenty-five have any desire to become a teacher. A doctor, a lawyer, an engineer, a mechanic—yes! But a teacher—no! And a boy of eighteen should be old enough to have given some thought to his future job, trade or profession. There were many reasons given why these boys did not desire to become teachers, but there was a distinct tendency to regard the teacher as being a bit different—unusual, maybe a little odd and unnatural. This may sound unpleasant and unflattering, but, true or not, it is their opinion. It is, doubtless, sometimes the fault of the individual teacher but it would seem that it might also be partially because of

what Mr. Waller has referred to as the "ludicrous morality" imposed upon teachers. Who would deny that, especially in the small town or rural district, where everyone tends to know or desire to know everyone else's business (a not uncommon human characteristic, just more easily achieved in a small town than in a city) the activities of a teacher are followed very closely, and there is much said about his "smoking, drinking, chewing, swearing, dancing, going out of town for week ends, living in other communities, playing cards, playing pool, and taking part in politics." Not that a teacher should be a chain smoker, consume gallons of liquor, chew tobacco, cuss like a sergeant, and spend all his evenings in poolrooms, or dancing or playing poker! The point is that the private life of the teacher is subjected to much more scrutiny and criticism than is that of any other professional man—with the possible exception of the minister. However, Alberta teachers do not seem to be discriminated against regarding the wearing of mustaches, and the tight clothing Mr. Waller mentions no doubt refers to the fairer—and better proportioned—sex!

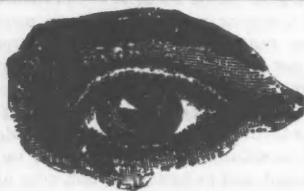
It is certainly true that women teachers, under normal conditions, would lose their job as soon as they marry, although just why an efficient woman teacher must automatically become less efficient with marriage and

motherhood is difficult to understand. It would seem reasonable that whether or not a woman teacher will be hired for a position should depend on her efficiency, not on her marital status. Many women teachers would agree that Mr. Waller's other statements are far from being gross exaggerations. As a matter of fact, some of the conditions mentioned a few years ago in advertisements for women teachers would most certainly bear out those statements.

It is probably quite true, as Mr. Andrews states, that trustees now realize the need for more male teachers, and are working towards this end. However, there may be some doubt as to whether this is because of lack of male teachers or because of lack of any kind of teachers. In the earlier years of the war, when there was still a surplus of teachers, there was little comment when male teachers were being drafted into the various armed services. Many boards would not ask for a postponement of the drafting of their male teachers, because there were still teachers available. Trustees may be working "towards this end" now, when there are no teachers available, but there was little indication of "working towards this end" when there was still an abundant supply of teachers.

"Where all think alike, no one thinks very much."

—Walter Lippmann.



BETTER VISION BECOMES YOU

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Education in the Soviet Union

Education for Victory, December 1, 1943.

Abolition of Coeducation

One of the recent educational developments in the Soviet Union is the abolition of coeducation. After 25 years of experimentation with coeducation the Soviet school authorities resolved that with the beginning of school year 1943-44 all boys and girls 7 years of age and onward in cities throughout the country should attend separate boys' and girls' secondary schools, reports the *Uchitelskaya Gazeta*, an official publication of the Department of Education of the Soviet Union of August 11, 1943.

Concerning this change, a recent issue of *The Schoolmaster and Woman Teacher's Chronicle*, London, states that "While maintaining an equal level of general education for boys and girls, it is necessary to introduce a certain differentiation of knowledge and habits corresponding to the nature and certain distinction in the social role of one or the other sex." Thus in subjects such as anatomy, physiology, hygiene, physical training, and military discipline instruction in classes for girls will be adapted to the particular needs for girls; and in those for boys, to their needs. Also girls must receive knowledge in the fundamentals of housekeeping.

Further, boys and girls do not develop physically and mentally at the same rate at the same ages. For girls the period of most rapid physical and mental growth is in the early teens, whereas boys develop rapidly from the age of 14 to 17 years. In separate classes one group will not be delayed by the other.

Discipline in Secondary Schools

Of great importance for the improvement of educational work, according to the *Uchitelskaya Gazeta*, are new regulations covering the be-

havior of students in the senior classes of secondary schools in the Soviet Union. These regulations which became effective with the beginning of school year 1943-44 make for stricter discipline and the development of a keen sense of duty, honor, and responsibility. Twenty brief rules define the student's duty with regard to his studies and his conduct in and out of school. Every student from the fifth to the tenth class is granted a student's card (*Uchenskii bilet*) and is required to carry this card with him. Each card includes the regulations in full as follows:

Every student must:

1. Perseveringly and persistently master the education objectives in order to become an educated and cultured citizen and to contribute as much good as possible to the Soviet Fatherland.
2. Study diligently, attend all classes regularly, and be on time for lessons.
3. Obey unquestionably the orders of the principal of the school and the teachers.
4. Come to school with all the required textbooks and other necessary equipment. Prepare everything necessary for the lesson before the appearance of the teacher.
5. Come to school clean, combed and neatly dressed.
6. Keep your desk in school clean and neat.
7. Enter the class immediately after the bell and take your place. Enter and leave the class only with the teacher's permission.
8. Sit straight during the lesson, neither lean nor sprawl; listen attentively to the teacher's explanations and students' answers; do not talk

and do not occupy yourself with irrelevancies.

9. Arise and stand at attention upon the entrance either of the teacher or the director of the school and on their exit from the class.

10. Stand straight when answering the teacher, and sit down only with the teacher's permission. When you wish to answer or to ask a question raise your hand.

11. Write down accurately in your record book, or your special notebook, what is assigned by the teacher for the next lesson and show your record book to your parents. Prepare all your lessons by yourself.

12. Be respectful to the principal and the teachers. In meeting the principal and the teachers away from the school—greet them with a polite bow, boys removing their hats.

13. Be polite to older people; be modest and well-behaved in and out of school and in public places.

14. Do not use abusive and coarse expressions; do not smoke. Do not play games for money or other valuables.

15. Take good care of school property. Be careful with your property as well as with the property of your comrades.

16. Be attractive and obliging to older persons, small children, to the weak and the sick; give them your seat in a street car or in a bus, and help them in every way possible.

17. Obey your parents, help them, and take care of your younger sisters and brothers.

18. Keep your room clean; keep your clothes, shoes, and bed in order.

19. Have your student's card with you at all times; take good care of it, do not give it to anybody, and present it at the request of the principal and the teachers of the school.

20. Guard the honor of your school and your class, as your own property.

For violation of these regulations the student may be punished to the extent of expulsion from the school.

Two Types of Secondary Schools

Secondary schools in the Soviet Union are of two types: A 7-year school (semiletka) known as an incomplete or junior secondary school, and a 10-year school (desyatiletka). The latter is a complete secondary school and admits students 7 years of age. Its subjects of study are Russian language and literature; a foreign language (English, German, or French); history; drawing; sketching; music; singing; gymnastics; and military drill. Logic and psychology have been added this year. At secondary schools for girls, pedagogy has been introduced.

Among the various nationalities of the Soviet Union, children are taught in their native language and take Russian as a second language. At schools with a language other than Russian as the medium of instruction, particular attention is given to the study of Russian so that students of all nationalities within the Soviet Union are able to speak and write the Russian language fluently.

APPOINTED TO SCHOOL BRANCH

The Honourable Solon E. Low, Minister of Education, recently announced that A. P. Tingley, former instructor at the Edmonton Technical school, has been appointed to the supervisory staff of the Department of Education.

In his new position, Mr. Tingley will look into the work of general shop teachers, working under the supervision of Dr. W. H. Swift, Chief Inspector of Schools. He will also supervise general shop inspections and inspect plants and equipment.

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T.U.C. Affiliation Ramp « «

By SIR FREDERICK MANDER,
General Secretary, National Union of Teachers

The Schoolmaster & Woman Teachers' Chronicle, December 16, 1943.

A MOMENT sometimes comes when the General Secretary of a great Union must either speak out or fail in his duty to those whom he serves. Such a moment has arrived for me, and I hope that my words may reach every member of the Union.

Ten very prominent members of the Union have privately circularised the Local Associations. They have forwarded a printed document headed, in large capitals, "The National Union of Teachers and the Trade Union Congress." Enclosed with it is a letter inviting Associations to discuss the circular and asking them to table motions for Conference at Easter next. This can only be construed to mean that if opportunity occurs a decision is to be rushed.

No one, I imagine, would challenge the proposition that a decision to affiliate the Union to the T.U.C. would represent a vital turning-point in the history of the Union. It would alter its character, constitution and practice: it would affect its relations with the Government, the Local Authorities and the public at large: it would transform the basis of its interests and activities: it would invest the Union with political rather than professional significance: and because of all these things it would inevitably introduce a philosophical restriction in its appeal to the teachers of the country. Consequently, any document which recommends such a far-reaching change calls for close examination.

So let us look at this circular which is so influentially sponsored. The document bears neither address nor date, and carries no name of printer or publisher. Taken alone, its general form

might easily create an impression that it is an official document voicing the views of the Union. The covering letter to Local Secretaries, it is true, makes the position clear to them, but in its wider circulation the leaflet has been sent out accompanied, if at all, only by an invoice. The form of this invoice is calculated to produce, could only produce, and actually has produced, a belief that the circular is official and sent from Union Headquarters.

It is therefore, necessary to state that the policy expressed in this document has not been raised in, or considered by, the Executive, who as a corporate body still stand by the traditional, professional and non-party policy of the Union. The circular represents the personal views of ten individuals, admittedly important, but it does not appear to commit any Local Association of the Union.

In its content, the circular is an exparte statement of the case for affiliating the Union to the T.U.C. Having read it carefully, I am constrained to say that its one-sided character, its mass of irrelevancies, its notable omissions and its bare-faced assertion that "the T.U.C. is a non-party organization without political alignment" are calculated seriously to mislead the uninformed reader.

The supreme co-ordinating authority in the Labour movement is the National Council of Labour. Its constituent bodies are the Parliamentary Labour Party, the National Executive of the Labour Party, the Co-operative Union, and the General Council of the T.U.C. The latter is, in fact, the political expression of the industrial Labour movement. Consequently, any suggestion that affiliation to the T.U.C. can be regarded as a non-

political proceeding is as ridiculous as it is amazing. No amount of semi-legalistic verbiage about rules and conditions of membership can cloak the fact that an organization which affiliates to the T.U.C. takes up a definite party political alignment.

The circular itself admits this later by indicating that, following affiliation, the machinery of the Union would be used (by the device of contracting-in) to recruit teachers into membership with one political party, and one can easily envisage the sort of drive which would be made to secure the maximum response. I do not know whose credulity is to be tested by this disarming "non-political" argument. If that of the authors, they may perhaps succeed in persuading themselves, but if it is that of the Local Associations, I imagine the strain will be too great for them to bear.

I do not hesitate to express my view that no good service has been done to the Union by precipitating this divisive issue in this novel way at the present time. We are at war under the leadership of a National Government. There is an electoral truce between the great political parties, and something like twenty thousand of our own lads are away on service, and thereby robbed of any opportunity effectively to voice their views. The Executive, for their part, are confronted with a wide range of difficult issues in connection with present professional and educational problems and post-war reconstruction. I have never known a time when real team work, the avoidance of needless controversy and a general sense of corporate responsibility were more urgently called for in the leadership of the Union. Yet this is the moment chosen to launch a campaign which can only produce distraction and deep cleavage within the ranks of the Union.

And this has been done, forsooth, in the name of unity! The circular

speaks of a "desire that unity shall be created within our nation." Its first fruits in our Union are already seen to be bitterness and resentment—communications reaching me prove this beyond any doubt.

"We are teachers of working-class children, the sons and daughters of members of the T.U.C.," continues the circular. This is true, but it is equally true that we are teachers of children of non-manual workers, small shop-keepers and the middle-class, sons and daughters of non-members of the T.U.C. It is also true that the signatories of the letter accompanying the circular have been among the loudest in proclaiming that we must also be the teachers of the children of the upper classes, within their common school.

I should have thought they would have realized that nothing could more effectively postpone the coming of their common school (unless other than peaceful means are contemplated) than a political and class alignment of the teaching profession. The consequent loss of confidence among large sections of parents and the general public would have political and parliamentary repercussions which should be self-evident.

The circular makes much play with the fact that recently the Union has co-operated with the T.U.C. on certain specific issues, including a campaign for Educational Advance and a deputation to the Chancellor of the Exchequer on the question of pensions of retired teachers. Let me say at once that these co-operative contracts have been cordial and beneficial to the cause of Education. But they merely serve to illustrate what can be accomplished on matters of joint concern by co-operative means without involving the Union by an act of affiliation in issues which are not, and can not be, the joint concern of the two bodies.

It should be remembered also that on specific issues the Union co-operates not only with what may broadly be termed the Left, but also, where possible, with the Right. The Union has always been ready to work with acceptable individuals and organizations, irrespective of their political colour, on common educational policies. In accordance with this tradition, the Executive are at present supporting and co-operating with another council for educational advance, composed almost entirely of people outside the Trade Union movement. This body is doing effective work among a clientele which could not be reached through a body like the T.U.C. The Executive have not put all their eggs into one political basket in their efforts to secure a new educational Bill. To have done so would have been foolish in the extreme, for a Bill, if passed at all, must be sponsored by a National Government comprising members of all the great parties.

I note with special interest the really operative suggestions in the circular, i.e., that the co-operation of the Union with the T.U.C. "could well be extended to other problems of the educational and professional world"—but the consequences of affiliation could not halt there. They would extend the Union's co-operation over a vast range of industrial, social, economic and political problems with which the machinery of the Union is not adapted to cope and which lie outside its aims and objects.

The mollifying suggestion that, after all, the General Council of the T.U.C., while having the power to recommend common policies to affiliated organizations, has no power to enforce them, is not without its elements of comedy and pathos. But the plain fact is, that had the Union only ten years ago affiliated to the T.U.C., it would ere now have been involved successively, either by association or



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acceptance, in policies ranging from a General Strike in the event of the declaration of war to Re-armament, the Civil War in Spain, and the Munich Conference: multitudinous foreign, fiscal, industrial and economic policies; and an infinite variety of war issues including, within recent weeks, the release of Sir Oswald Mosley.

If affiliated to the T.U.C., the Executive would be expected to nominate its quota of representatives to attend the Annual Congress to help to formulate policies of this kind. This would necessitate the Executive, the Local Associations and Conference giving prolonged consideration to them. What is to become of the day-to-day educational and professional interests of the Union while this is being done, I do not pretend to know. I am under the impression that the ordinary members of the Union would eventually take a hand and find a short-cut to a solution.

Considerable space in the circular is taken up with a recital of the inadequacy of teachers' salaries, war bonus and pensions, and the enumeration of difficulties arising out of teacher shortage and extraneous duties. I do not know what these things are supposed to prove, but is not the obvious retort of the ordinary member of the Union that members of the Executive are elected to remedy these things through the Union? And will not the ordinary member rightly contend that they would be better employed getting on with the job instead of proposing to affiliate the Union to the T.U.C. and fritter its time away wrangling over foreign policy, the socialization of industry, the immediate and ultimate future of Sir Oswald Mosley and a score of similar issues?

And, finally, when an influential lead is given purporting to conduct the Union along a "non-political" path beset by perils of this kind, those to

whom the lead is given have a right to examine the credentials of those who give it. In view of the emphasis placed on the "non-political" aspect of the circular, one might reasonably have expected to find the signatories more or less evenly distributed among the political parties. But I look in vain among them for the name of any Conservative or Liberal teacher. Six are members of the Labour Party and the other four are Communists—not an impressive distribution to provide an assurance of the absence of party bias.

That the Communist signatories faithfully represent the universal views of Communist teachers, I have no doubt; but I greatly doubt whether the other six are after the same thing, and still more whether they can claim to represent the general opinion of Labour teachers. I believe that the vast majority of the latter, like their colleagues in the Conservative and Liberal ranks, have joined our great professional Union for professional purposes, and that they desire to preserve its professional character. In any case, the spectacle of our Communist friends leading the Union along a non-political path to a professional ideal will probably make members rub their eyes. That afterwards clear vision will come, and with it appropriate judgments, I have no doubt. Overwhelmingly, our members desire professional unity, and they know that it could never be achieved inside a single political persuasion, but only within a single professional Union.

In a few weeks' time, Local Associations will be called upon to decide the order of the agenda for the next Annual Conference. It will be for them to say whether or not Conference time shall be taken up with this controversial and unprofitable issue. I hope they will ponder long and well before registering their decision.

ARE EXAMS NECESSARY ?

YES

Harold G. Thompson, Director of the Examinations and Testing Division, New York State Education Dept.

In this discussion the term "examinations" will be used somewhat broadly to include measures of achievement such as final examinations, standardized achievement tests, and tests set up by external agencies for purposes of evaluation and certification of achievement.

Are examinations necessary? The answer is Yes. For the good of the individual, examinations are most valuable if they are taken periodically and are followed up by remedial instruction to improve defects, or by enriched instruction to make good results even better. Examinations held at the end of a high-school course or after completion of a major field of study in college serve to measure retained knowledge. In courses where a great amount of material is covered and it is essential to measure the pupil's ability to integrate his learning, to associate the facts he has learned, and to draw logical conclusions for the application of these facts to broad problems, a final examination is the one means by which his mastery of the field and his ability to make use of this mastery can be thoroughly tested. Final examinations call for review and no one will discount the value of review at frequent intervals if knowledge is to be retained.

The results of valid and reliable final examinations carefully prepared by experts not attached to the institutions where the examinations are to be used, may be relied on by colleges, universities and employers as impartial guarantees of fitness and competence in the fields which the examinations cover. Like the seal of approval of the U. S. Bureau of Standards or the sterling mark on silver, the passing of examinations set by a recognized external agency guarantees the product.

Examinations themselves, if prop-

NO

Arthur E. Traxler, Staff Member of the Educational Records Bureau, New York City.

If the term "examination" were so defined that it included all types of standard tests and scales, as well as more informal examinations, the correctness of the affirmative position on the question could be conceded without debate. But when used in a limited sense to designate teacher-made, informal, written examinations covering short specific units of work, it seems to me that not only are examinations seldom necessary but that they may be actually deleterious.

When an examination is given at the end of each unit, it is difficult to avoid a lesson-learning attitude on the part of the pupils. Too often, the attention of the pupils is narrowly centered on remembering the words of the teacher just long enough to record them on paper the day of the examination. Emphasis is placed not on the deriving of permanent value from the course but on the obtaining of a passing mark on the examination set by the teacher.

The main purpose of a worth-while program of measurement or evaluation is to obtain a well-balanced appraisal of the status and growth of individual pupils which will help teachers and counselors provide intelligent guidance and will serve as a basis of special help directed toward the correction of weaknesses. The usual written examinations provide little or no comparable data. Those made by different teachers vary greatly in difficulty and in question validity, and the unreliability of the grading of such examinations is too well known to require comment.

Examinations, at best, furnish the pupils with incentives to greater efforts which are highly artificial. In defense of examinations, it is sometimes urged that it is necessary to hold before pupils the threat of impending examinations in order to stimulate them to take an interest

YES

erly constructed and followed up, are a definite and valuable means of instruction. If they invite competition and comparison, is this objectionable? In actual life, the individual will have to compete to get a job and hold it. In a democracy that glorifies the individual and his rights, one of the freedoms is the privilege of competing with others. Poise and alertness are as necessary in examinations as coolness and bravery are in battle. They are one indication of social competence.

Not every pupil is able to meet a high standard or is this inability always within the pupil's control. Quite probably most of the objections to examinations of a high standard arise from the lack of adequate pupil guidance and the administrative abuse of examination results. Inherently, high standards are not open to objection except when injudiciously applied to pupils of widely varying abilities. It is true that examinations may and do at times reveal poor teaching, inadequate guidance, limited curriculum offerings, and ineffective administration. These failures, however, cannot properly be laid at the door of examinations.

If it were generally recognized that the taking of standard examinations is a part of the educative process which is a privilege and not a duty and if the passing of such examinations were not required except for those competent and desirous of additional recognition, examinations would appear in proper perspective.

NO

and to do their best work. The answer, of course, is that this argument is a confession of failure on the part of the teacher to make the work intrinsically interesting and that instead of taking refuge in examinations, the teacher could well re-examine his course and attempt to improve its adaptation to the needs of his pupils.

Examinations serve to perpetuate outmoded systems of marking. It has been argued that examinations are needed so that teachers can grade the work of their pupils and assign them marks. Too often hastily read examination papers are assigned percentage or better grades which, when summarized at the end of the term, constitute the teacher's sole report to the pupil and his parents. If appraisal of the class work of pupils is to be of real value, it must be couched in specific statements which can eventuate only from broad and thorough knowledge of the pupil.

The need for narrow examinations over limited areas of subject matter tends to disappear in schools which maintain comprehensive and continuous cumulative records of individual pupil development. Such records provide a balanced picture of the development of the pupils, and instruction in any area should contribute to that picture. Appraisal of the pupils is much more thorough and interrelated than could possibly be provided by a system of teacher-made examinations over short units of work. (*The Education Digest*, Jan. 1944).

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HIGH SCHOOL CURRICULUM REVISION

ENGLISH REPORT

By R. M. Dobson, B.A.

The shortened Fall term has given little opportunity for teachers to test the new Grade Ten courses on the final proving ground—the classroom. Defects which cannot be readily foreseen, gradually emerge as a course is applied to the minds of the students, and conversely, merits and values are more accurately gauged as the course unfolds. Two months and a little more are actually too brief a period for a satisfactory appraisal especially as many teachers have found little time to communicate their opinions to the Central Committee. The rapid approach of Xmas and exams compelled most to concentrate their efforts almost entirely on teaching. Thus the few scattered opinions which the Committee has tried to co-ordinate here cannot be said to represent the attitude of the teachers as a group.

A further difficulty precluding a balanced report lies in the fact that the Course as outlined could not be taught successfully up to the present, even with the best good-will of the teachers, for the majority of the texts to be used in its presentation were not available. The result has been that much disorganization of the year's work has been effected; make shift material has had to be hurriedly provided and the fine edge of enthusiasm of many teachers and students for a new course has been effectively dulled. Logistics, the military science of providing the right material at the right place at the right time, has become so essential in present military efforts that its importance has impressed even the untrained minds of civilians. Surely this practice should be just as effectively employed in the launching of a new campaign or course in education. If the equipment is not prepared might it not be wiser to delay the new course for one year?

Many teachers are thinking this.

Generally speaking, it would appear that the Grade Ten course is meeting with considerable approval and this must bring much satisfaction to those who have labored in its preparation. The number of adverse criticisms has been small and certain features of it are highly commended. Its flexibility is praised as well as the effort to have the parts interrelated as completely as possible. A number of teachers approached for opinions found the reading tests given at the first of the year of interest and value. A clearer determination of the students' ability does unquestionably enable the teacher to adjust his work much more effectively. The general aims and objectives seem to find agreement with many of the profession.

In spite of the freedom allowed, some teachers feel there is still too much material to cover—"A good course but too little time", is one comment. By actual reference to the course we find required:

1. One period each week for magazines, articles etc.
2. One period each week for drafting of reports.

(Let us assume in addition to 1 and 2)

3. One period each week over a year for language and grammar.
4. One period each week for supplementary reading, tests and memory work.

If our calculations are correct this leaves one period each week for poetry, prose and drama. How much literature can be adequately presented in this period of time? A liberal, unhampered course is indeed a splendid objective, but such a wealth of material, offered with so few means of enjoying it, is in danger of creating a feeling of frustration in the minds of both teachers and students.

The considerable enlargement of the Free Reading List caused much satisfaction, as it was felt to be a much-needed reform. Some would expand it even further and allow students an almost unlimited choice. The practical problems of how to check the reading of these books and how to record them are already causing anxiety, for one correspondent relates: "It is frequently impossible for a teacher to ascertain whether a student has read a certain book, borrowed a summary, or heard it dramatized on the Lux program." One group urges that cards should be prepared upon which each pupil's annual Free Reading should be recorded. These cards could be kept on file and transferred with the pupil when he leaves for another school. It has been suggested that this record card might have space upon it to indicate the child's I.Q.; reading ability according to the Provincial tests; what remedial work he has been given and the progress made. It is thought that such cards would be far more helpful educationally than the attendance cards that are now filed away so carefully.

An additional criticism is best expressed by submitting a resolution which has been received:

Whereas each pupil has to cover a fairly large prescribed course in Poetry, Essays, Short Stories and Plays; read and report upon ten Free Reading books; memorize,

write and have checked one hundred and fifty lines of memory work; and

Whereas as many as fifty per cent of the pupils need remedial work in reading, spelling and the mechanics of writing generally; and

Whereas only four periods are allowed for all this work, the fifth being set aside for work on reports which the pupils may be preparing in Social Studies, etc.; and

Whereas the whole trend in education is for individual assistance; Therefore be it resolved: 1. That in our opinion the classes must be reduced from the average of thirty-five or more to twenty-five or less, and

2. That periods for remedial work should be arranged as part of the day's program and if such periods be possible only at noon or after four, that the teachers conducting them be given spare periods during the day to balance this extra time.

Efforts at correlation are probably more successful in the country schools than in city institutions because of the smaller classes and because of the fact that one teacher handles several allied subjects. As more comments on the Course are received they will be presented in the Magazine as soon as possible.

MATHEMATICS REVISION

By R. I. Baker, B.Sc.

At its first meeting, held in May, 1943, the Mathematics Revision Committee made certain recommendations, among which were:

Set-up for a Four-Year Programme
First Year: Mathematics 1

Required of all students.

Second Year: Mathematics 2

Elective—consisting mainly of the first halves of the present Algebra 1 and Geometry 1 courses. Applied Mathematics 1

Elective—corresponding to the present General Mathematics 2.

An alternative course for non-matriculation students.

Third Year: Mathematics 3

Elective—consisting mainly of the second halves of the present

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Fourth Year: Algebra

Elective—present Algebra 2 course

Trigonometry and Analytical Geometry

Elective—present course.

Some of the details of the Mathematics 1 course were worked out.

When these proposals were submitted to the General Committee in June, it was felt that the total time to be spent in mathematics in the four-year course should not be greater than has hitherto been spent in the three-year course. The report was therefore referred back to the Mathematics Committee for further consideration.

This committee met again in September to draft the new course in Mathematics 1. In view of the recommendations of the General Committee, the details of the course had to be altered considerably to include more Algebra and Geometry and less Arithmetic than was at first proposed. These changes were made to ensure that our students will be sufficiently advanced in Algebra and Geometry to enable those who wish matriculation to reach the required standing in mathematics at the end of their fourth year. The course in Mathematics 1, as outlined, was accepted by the Department of Education for the year 1943-44.

It was hoped that this report would include suggestions for the improvement of the Mathematics 1 course as well as for the courses which are to follow. Up to the time of writing, January 1st, 1944, only one constructive proposal has been submitted. The writer has made considerable effort to obtain the opinions of various teachers, but the only response has been a regret that more Arithmetic

was not included in the Mathematics 1 course.

At the meeting of the General Committee, Dr. LaZerte made a proposal which is worth our consideration. It is outlined here in considerable detail in order that teachers of mathematics may have the opportunity of studying it and of expressing their opinions.

First Year: Mathematics 1

Required of all students.

Second Year: Mathematics 2

Part (a) General (3 periods per week) Elementary Algebra and numerical Trigonometry.

Part (b) 2 periods per week of supplementary work in Algebra for matriculation students.

Third Year: Mathematics 3

Part (a) General (3 periods per week) Elementary Geometry.

Part (b) 2 periods per week of Geometry for matriculation students.

Fourth Year: Mathematics 4

1 unit of Algebra (3 periods per week) and Trigonometry and Geometry (2 periods per week) for students interested in matriculation.

Dr. LaZerte suggests that if one unit of mathematics is not sufficient for the fourth year, a second unit might be carried by correspondence. In small high schools Mathematics 2 and 3 could be alternated. Much flexibility is possible in dealing with the general parts of these courses.

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The MATH-SCI Corner

DR. A. J. COOK,
University of Alberta

J. T. CUYLER, B.A.,
Medicine Hat

Teachers are requested to forward questions on mathematics to Dr. A. J. Cook, University of Alberta, and to send questions pertaining to science to J. T. Cuyler, Alexandra High School, Medicine Hat. Other contributions to the column will be welcome. These may concern any stage of the school programme in mathematics and science—Elementary, Intermediate and High School. Send them to the editors as noted above.

BALLOONS ACROSS THE BORDER

By J. T. Cuyler, B.A.

The Science classes of Mr. R. E. Pedersen, B.Sc., of Alexandra High School, Medicine Hat, conducted what turned out to be a very spectacular experiment on December 21st, 1943.

They had been studying gases and in this connection they filled a meteorological balloon with Hydrogen and were about to release it when they decided to remove the Hydrogen and replace it with natural gas (almost pure methane) which is abundant there. At three minutes to 2:00 p.m. December 21st, the balloon of a diameter 18 inches was released from the High School building and the students and teachers watched it travelling in a southwesterly direction.

The next morning a farmer in North Loup, Nebraska, picked it up in his barn-yard and wrote a letter back to Mr. Pedersen advising him that he had found the balloon and had read the message contained in the bottle attached, saying that it was from the High School in Medicine Hat, Alta.

The farmer did not know the abbreviation, Alta., and had some diffi-

culty ascertaining the fact that it had come from Canada but after some searching he learned the location of Medicine Hat. In his letter he stated that he had found the balloon at 7:00 a.m. CWT on December 22nd, 1943. Apparently the balloon had travelled via Havre, Miles City, Rapid City and other places to South Loup and had made a speed of approximately 50 miles per hour.

Aside from the scientific interest, this enterprise brought about an exchange of messages from two groups of people who knew little about each other before, and led to the finder, Mr. Williams, getting a great deal of information about Alberta and Medicine Hat as well as giving some news material to the papers of Nebraska and Southern Alberta.

Has any other teacher some experiment of interest to report?

RECENT SCIENTIFIC FINDINGS

It is 580,000,000,000,000,000 miles across the Milky Way.

Seasickness can be prevented by a combination of Atropine (an extract of belladonna) and Prostigmine (a synthetic). This remedy has been perfected by two Canadians, Surg. Capt. C. H. Best, co-discoverer of insulin and Dr. Wilder Penfield of the Montreal Neurological Institute. Result of this is to keep Navy personnel at top efficiency.

Electro-plating of ammonium molybdate with a touch of sodium cyanide reflects light in brilliant colors.

Lecithin is a constituent of the membrane surrounding fat globules of milk.

Walnut blight is carried by the "erinoze walnut mite".

Professor Ipatieff of Russia has discovered triptane, another hydrocarbon, which bids fair to take the place of gasoline in the post-war world.

Brumberg, Gershgorin and Radchenko of Leningrad have invented a new microscope which changes an ultra-violet image to one visible in full colors.

Eastman Kodak Company have invented a camera system which makes it possible to calculate latitude and longitude of an area photographed.

Professor Oblin of the University of Uppsala, Sweden, has shown that the tiniest units of energy are somewhat larger than former measurements indicated. *Nature*, September 18th, 1943, Great Britain.

One day treatment of syphilis at the Chicago Institute! Treatment resulted in 75% immediate cures and only two deaths among 931 patients dealt with the first year.

Of significance to Biology teachers, to Health teachers, to agriculturists, to Sociologists is an article in January *Kiwanis Magazine*—"The World Wide Significance of Artificial Breeding" by Louis Bromfield: "The practice of artificial insemination is spreading rapidly and its results are certain to be reflected throughout our rural economy."

The Economist's Department of the Royal Bank of Canada has published a study of population trends, interesting alike to the scientist and the sociologist. See *The Calgary Herald Magazine*, January 22nd, 1944.

The Jet-propelled air-plane is now a fact. We recall that in 1903, Tsiolkovsky published a book on interplanetary rocket ships and that in 1907 Professor Clark proposed to shoot a rocket to the moon.

The University of Alberta has increased the cash returns of Alberta farmers by 10 million dollars annually through scientific research: grass-

hopper control; wheat-stem sawfly campaigns; wheat improvement; hog and cattle breeding; better breeding; plant propagation; processing and preserving methods, etc.

Thiamin synthesis takes place in the intestines of human beings. Both humans and rats have intestinal bacteria which manufacture a certain amount of this important B vitamin.

Nutrition—M. E. Dunkley of Vernalis, California, has received a patent for a process of pre-freezing foods to be dried with the result that the quality is improved. "The inventor says that the bursting of the plant cells as the ice crystals form puts them in better condition to yield moisture during the subsequent drying phase."

Biophysics (?)—The human heart generates enough energy in 12 hours to lift a tank car of 65 tons one foot from the ground.

Dr. K. A. A. Strand of Swarthmore College says that the distinction between planets and stars may soon disappear as a result of current searches for stars with small companions.

Pseudo-Appendicitis—An acute infection with sudden knife-like pain that is mistaken for appendicitis is reported by high medical authorities in the United States Army. Tentatively, the medical officers believe the cause of the illness to be a virus which affects the nerve root.

A serum first reported by Russian scientists in 1940 has proven 90% successful in influenza immunization. The serum in solution is blown into the nose and throat once a week. It is taken from the blood stream of horses and rabbits which (by the way) are themselves immune but which nevertheless build up antibodies. *Readers' Digest*, February, 1944.

Progress is being made in the experimental research studies instituted by Dr. Harootian of Worcester, Mass. and the American Dental As-

sociation, into the effect of fluorides in preventing tooth decay. See "The Town Without a Toothache" and "Cheering News on the Dental Front" both from *Readers' Digest* of February 1943 and 1944 respectively.

Gordon Harwell and Eric Huzenloub of Houston, Texas, are producing white rice—"converted rice"—which retains 80% of the vitamins and minerals of the field ripe cereal. Huzenloub is an English food chemist.

All over Russia special schools have been opened for "chairman of collective farms", tractor and combine operators, dairymen, horticulturists, apiarists, etc. Pupils?—Mostly women and girls—3,000,000 of them. Slogar—"Study and learn, learn and study". Add to this the fact that more than 50% of Russian doctors are women. Take notice Vocations and Guidance teachers.

"Diasone—New Hope for White Plague Victims." Four months of this chemotherapy at Mayo clinic has shown encouraging results. From *Your Life*.

Every Science teacher who is an educator will get a new view-point by reading "Education Begins at Home" by Chas. F. Kettering in January's *School and Society* and condensed in February's *Readers' Digest*.

INSTALMENT II

HIGH SCHOOL GEOMETRY AND THE ABILITY TO REASON

By S. C. Clarke, A. J. Cook and L. C. Pallesen

NOTE: The following is a summary of a study which has been completed as far as Alberta Schools are concerned. The study was made under a grant from the Canadian Council of Education Research. Messrs. Clarke and Pallesen are now on active service.

PROCEDURE

The technique required in dealing with Test V was different from that thought advisable for the earlier tests. The work then fell into two parts:

Part (1): Tests I-IV. Geometrical materials.

Part (2): Test IV (Part 1) and V Non-geometrical materials.

In each part various factors such as sex, mental age, years in school, etc., were considered and dealt with.

PART 1

Eleven small high schools furnished the data. It was found possible to rate these A, B, C and D for relative achievement and two type pairs of schools (A, C) and (B, D) were studied in detail.

(a) Schools B and D.

The schools seemed to be equal in regard to number of pupils, mental age, sex, years in school, selection of courses, and the background and general outlook of the teachers concerned.

B was significantly superior to D on all tests except Test IV (I) on the recognition of logical principles, for which there was no significant difference. D improved relative to B in passing from Test I to II. A major reason for this was that D pupils were unable to apply in I principles which they recognized or "understood" in II. The divergence between the schools was at a maximum in III, where the complete solution was required. On Test III, D improved relative to B in matters of interpretation, i.e., the transfer of the information on the problem into geometrical terms.

The pupil in D has learned to recognize the principles of geometry and logic. What he has not learned is how to apply these to specific geometrical situations. He shows this in (1) the simplest geometrical situations (Test I); (2) geometrical problems stated in every-day terms; (Test III); (3) the construction of a problem solution (Test III); (4) the analysis of geometrical argument (Test IV—Pt. II).

The superiority of school B was always that of better ability to apply theory, not better recognition of valid theory.

Teacher B typifies the more successful geometry teacher if success

is measured by the ability to apply theory in specific situations. Teacher B went beyond teacher D.

(b) Schools A and C.

For reasons of space we need only comment that A excelled C for the same general reasons that B excelled D. This showed up most clearly in Test III where significantly different performance followed the order A, B, C, D.

(c) Analysis of Pupil Difficulties

The chief difficulty with regard to problems seem to be that of the compound figure. The student may understand the properties of a triangle. But let a line be drawn across the triangle (median, or altitude say), then he has trouble in applying what he knows in the modified figure. Incidentally, this is not a new discovery, but it is part of the task of teaching a pupil to reason, again an instance of recognition of principle not being sufficient for problem solving.

It would seem also that more attention should be given to the role of definition, and to the fallacies of assuming (a) the converse of a theorem, or (b) what is to be proved.

One principle, one of the revolutionary principles of mathematics, viz., "A conclusion cannot be drawn without somewhere in the reasoning accepting one or more assumptions", was neither understood nor correctly applied. Incidentally, a group of first-year university students in mathematics did no better indicating that nowhere in the high school is this basic principle of what Keyser calls "Autonomous thinking" recognized. The text in Geometry 1 made some effort in this direction. The preface includes the following statement:

"A proof is more respected when it is approached through personal trial, failure and success. As the student begins to gain some appreciation of how his proofs rest fundamentally on the use of undefined words and unproved propositions, his earlier confidence may be somewhat

shaken. But proofs do make the propositions hang together; there is system and order, even if the system is not rigid and the order is not irrevocable.

Indeed the student should begin to understand that theories and systems are not certainties or absolutes, but tools in human hands which may be used for the furtherance or hindrance of human welfare."

It is clear that this philosophy of reasoning is foreign to the teaching of geometry in Alberta at present.

PART 2

(a) Achievement of Geometry and Non-Geometry Groups

The two groups were equivalent with respect to mental ability and sex.

On Test IV (I) there was no significant difference in the work of the groups. The geometry group showed better recognition in two instances; in two instances the non-geometry group were better. In these instances the geometry teaching was apparently responsible, aiding in the first pair and confusing in the second pair.

On Test V, the applications of the principles of IV (I) to non-geometrical situations, out of 19 instances, only one shows a significant difference in favor of the geometry group. In the other 18 instances no significant difference appears. However, the cumulative effect of these 19 trials indicates a slight superiority of the geometry group, for in 14 instances their scores were better, even in four instances and worse in one instance.

Unless the test was beyond the ability of both groups, one may infer that the teaching of geometry in Alberta has affected but slightly the ability of students to reason in non-geometrical situations with the logi-



cal principles used in their study of geometry.

It should be noted that the association of mental age with achievement on Test V is not marked ($r=0.4$ approx.). Mental ability is a factor in the ability to reason, but there is plenty of room for the development of this reasoning power through good teaching.

(b) School Performance

The geometry group was used, nine schools in all. In Part (1) eleven schools were used. It will be recalled that:

A study of the ranking of the schools of part (1) with regard to their achievement on part (2) of the test, shows that Schools A and B of part (1) carried forward their superior ability in dealing with the non-geometrical of part (2).

In other words, Teachers A and B demonstrate the pattern for successful geometry teaching; namely, principles recognized and then applied in an ever broadening development.

It should be noted that while size of class surely affects the rank of school achievement, Schools B and D were of the same size, 16 pupils, being smaller than School A with 21 pupils. School C had more than 30 pupils.

Conclusion

The tests themselves can be improved; they contain obvious blemishes. Yet on the whole, the effort to study the ability to reason seems to have been successful. This ability, we repeat, requires:

- (1) The recognition of principle,
- (2) The application of principle through a sequence of specific situations progressively broader in scope.

Good teaching in this sense exists; there are teachers who are able to develop (1) into (2), and beyond the confines of geometry. But very great improvement is possible.

Can the materials of geometry, in order and extent, be modified as to produce a richer development of the ability to reason? Can the genius of the scientific method be made more real to high school students (see the part that "autonomous thinking" plays in the method)? These questions suggest the fundamental importance of logical thinking. They also suggest that the genesis of such thought is a matter of concern not only for the high school, but for the elementary school and indeed for pre-school education.

Any who are interested in the problems of reconstruction will want to hear the series of radio programmes entitled "Citizens' Forum", being presented every Tuesday evening over the CBC National Network. Dealing with the general subject, Canada in the Post-War World, the broadcasts are designed to stimulate discussions by listening groups. Study bulletins to accompany each broadcast have been prepared by the Canadian Association for Adult Education and are available at a nominal charge. After meeting to discuss the topic of the evening, local Forums are asked to report their opinions to the provincial office, which in Alberta is the University Department of Extension. The programmes are heard from 9:00 to 9:30 p.m. every Tuesday over the following stations: CKUA, Edmonton; CJCJ, Calgary; and CBK, Watrous. Persons who are interested may secure further information by writing the Department of Extension, University of Alberta, Edmonton.

TEACHERS OF FRENCH

Do you know that there is a Provincial Association of Teachers of French ready to help you with your problems?

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Official Bulletin, Department of Education

THE 1944 SUMMER SCHOOL

For many years Alberta teachers have been taking courses at the Department's Summer School for Teachers in order to qualify for permanent and special certificates; but these courses have not counted for credit towards a university degree.

Post-war reconstruction policies call now for advances in education; and one line of advance is undoubtedly in the direction of increased remuneration and improved professional and academic training for teachers. It is now proposed, therefore, that the Department of Education and the University of Alberta co-operate in offering summer-school courses in the Faculty of Education, such courses to give teachers the opportunity of earning credits in Education towards a university degree and a higher certificate.

The Department now announces that for the summer of 1944 it has transferred to the Faculty of Education all of its summer-school courses except those in General Shop Subjects, to be offered at Calgary, and "refresher" courses, to be offered at Edmonton, for teachers who have returned to the profession during the war-emergency teacher shortage. It is probable that the Department will also offer at Edmonton the regular summer-school courses in Typewriting and Bookkeeping; but the course in "Curriculum and Teaching Procedures" for teachers of commercial subjects will be given at the Faculty of Education.

Teachers holding an Elementary and Intermediate School Certificate, or a higher certificate, and a High-School Diploma with credits in English and Social Studies may enrol at the Faculty of Education Summer School, and on successful attainment, be granted credits towards permanent or special certificates. If their standing is satisfactory to the Faculty of Education, they will qualify also for university credits towards the B. Ed. degree.

Teachers who have qualified for a War-Emergency Teacher's Certificate

may enrol in the Faculty of Education Summer School on the same terms as other teachers. They will be required, however, to attend two summer sessions, with successful attainment, in order to qualify for a permanent certificate. They must also meet the requirement of two years' successful experience in teaching, and a recommendation from an inspector of schools.

It should be stated that the "refresher course" to be offered at the Edmonton Normal School will not be suitable for teachers seeking to qualify for permanent certificates. All such teachers should enrol in the Faculty of Education Summer School. They will be admitted holding a High School Diploma even if they lack as many as three matriculation subjects. Moreover, courses in Grade XII examination subjects will be offered in the Faculty of Education Summer School.

Full particulars of the Faculty of Education Summer School will be found in a special bulletin to be released from the Faculty of Education on or about March 1st. Particulars of the Department's summer-school courses will be given either in the next issue of this Official Bulletin, or in a special bulletin distributed by the Department as formerly.

The fees for Faculty of Education summer-school courses will be somewhat higher than those in effect last year for the Department's summer-school courses.

RE SCHOOL BROADCASTS ON DRAMATIZATIONS

A series of broadcasts on Dramatizations will be given by Miss Zella Oliver, of the Calgary Normal School. This series will be carried by Station CKUA, Edmonton, and Station CFCN, Calgary, according to the following schedule:

CFCN: Mondays from 2:30-3:00 p.m.,
M.D.T. (Electrical transcription).

CKUA: Wednesdays from 2:30-3:00 p.m., M.D.T., (Electrical transcription).

The first broadcast in the series will be on Monday, February 7, over CFCN, and on Wednesday, February 9, over CKUA, and there will be a broadcast each week thereafter for about twelve weeks.

The annotated schedule for the first six broadcasts is as follows. The schedule for the remaining broadcasts will appear in the March Official Bulletin.

**Calgary Normal School's
"Let's Pretend" Players**

Broadcast 1

February 7, 1944 (CFCN);

February 9, 1944 (CKUA).

Science: "The Boy and the Frogs."

How much do you know about frogs?

- (a) Where do frogs live?
- (b) What do they eat?
- (c) What is a tadpole?
- (d) How many eggs might a frog lay in a day?
- (e) Describe a frog. Describe a toad.
- (f) Of what value to man are frogs?

Broadcast 2

February 14, 1944 (CFCN);

February 16, 1944 (CKUA).

Social Studies: "The Isle of Crete"

Before the broadcast:

- (a) Locate Crete on the map.
- (b) What can you find in your school library on Crete?
- (c) Can you find the legend of the Minotaur?
- (d) Locate the city of Knossos on the map.

Broadcast 3

February 21, 1944 (CFCN);

February 23, 1944 (CKUA).

Literature: "An Adventure of Sherlock Holmes"

Before the Broadcast:

- (a) Read at least one Sherlock Holmes' story.
- (b) How would you describe Dr. Watson? Sherlock Holmes?
- (c) In what city do they work?

(d) What is Scotland Yard?

(e) What is the secret of Sherlock Holmes' success?

(f) What were some of his clever disguises?

Broadcast 4

February 28, 1944 (CFCN);

March 1, 1944 (CKUA).

Literature—Poetry: "The Story Behind the Poem"—Part I. The "Let's Pretend" Players will be assisted by a voice choir from the Calgary Normal Practice School, directed by Mr. B. O. Millar.

Broadcast 5

March 6, 1944 (CFCN);

March 8, 1944 (CKUA).

Social Studies: "The Wonder Tree."

Before the broadcast:

- (a) What can you find out about Arabia from looking closely at its map?
- (b) Where is Mecca? Write on the blackboard: Zuleika, Mustafa, Hannan, Sheik Ben Nedi, Allah, Ben Ahmed. Do you know any other Arab names?
- (c) Try to find a picture of a date palm.

Broadcast 6

March 13, 1944 (CFCN);

March 15, 1944 (CKUA).

Children's Stories—Dramatization.

No preparation today.

Just let's pretend!

Further broadcasts to be announced later.

Further Problems for Discussion in Home and School Association Groups and Adult Education Groups

In answer to inquiries regarding educational problems which can properly be discussed by these groups, it is suggested that a further study of the problems related to the proposed introduction of the four-year high-school programme is in order, with special reference to the need for making adequate provision of educational facilities for the less gifted of our high school population, and the trend

towards raising the school leaving age from 15 to 16 years. There are several other very important problems which are brought out in the three books following, all of which can be recommended as very much worthwhile. Dr. Melby, whose name appears amongst the authors of two of these books, was at one time head of the Faculty of Education at Northwestern University, Evanston, Illinois, and is now the Chancellor of the University of Montana.

1. **Mobilizing Educational Resources for Winning the War and the Peace:** E. O. Melby and others; Harper & Bros. This is

the Sixth Yearbook of the John Dewey Society.

2. **Education in Wartime and After:** by the Stanford University School of Education Faculty; Appleton-Century Co.
3. **New Schools for a New Culture:** MacConnell, Melby and Arndt; Harper & Bros.

Typographical Error in January Official Bulletin Corrected

"These Make History" sells for 50c a copy, and not 40c as stated in the January Official Bulletin. Copies of this booklet may be had from the School Book Branch as well as the Correspondence-School Branch.

L'EMPLOI DES MOTS FRANCAIS EN ANGLAIS

By PROFESSOR ALBERT L. CRU
University of Alberta

DEPUIS l'année 1066, lorsque les Normands de Guillaume le Conquérant se furent emparé en Angleterre du pouvoir et des terres, la langue française commença à pénétrer dans toutes les classes de la société privilégiée, la noblesse, le clergé, l'armée, les cours de justice, le commerce. Depuis lors, la langue anglaise a continué à puiser dans le français des termes pour exprimer des idées que la langue du pays était alors incapable de rendre. Ces emprunts ont naturellement beaucoup varié avec les époques. Toutefois, de très bonne heure l'anglais était devenu une langue double, l'anglo-saxon exprimant les idées simples de la vie courante et populaire, alors que le français fournissait le vocabulaire du savoir, de l'éloquence, des idées abstraites.

Mais mon but ici n'est pas de faire l'historique de la langue, ni de faire la liste des termes adoptés depuis longtemps par l'anglais, et que l'on emploie tous les jours comme une partie intégrale de la langue. Je veux

me borner à notre époque et montrer que tous les pays de langue anglaise continuent à ouvrir largement la porte de leur dictionnaire aux mots français susceptibles d'enrichir la langue, parcequ'ils expriment un sens, une nuance, une attitude que le mot anglais n'a pas.

Je n'ai pas besoin de dire qu'à cet échange de mots où il n'y a ni barrière de tarifs ni taxe sur la richesse, le français a emprunté à l'anglais sans doute autant d'expressions que celui-ci à celui-là. C'est là un signe d'excellentes relations, et même des emprunts entre bons camarades. Dieu merci ni l'anglais ni le français n'ont jamais songé, sous prétexte de nationalisme de bannir des mots d'origine étrangère. L'un et l'autre ont toujours admis la courtoisie de ces échanges. C'est un grand compliment que d'avoir ses mots empruntés par le voisin. Outre que cela ne coûte rien, c'est une preuve évidente de la richesse de votre langue maternelle. Plus on lui emprunte, plus grand est

l'honneur qu' on lui fait, car une langue qui peut prêter aux autres a une richesse, une finesse, une abondance qui lui permet de prêter. Elle possède un génie original, riche en images, délicate par ses nuances, universelle par sa profondeur. La langue anglaise doit sa richesse à la variété infinie de ses images, la langue française à la précision, à la clarté de ses idées. Ces deux langues semblent faites pour se compléter sans se nuire.

Le langage courante d'aujourd'hui permet toutes les ressources: c'est bien l'anglais que je parle quand je dis: the chassis of my limousine is in the garage, où tous les substantifs sont français. Ou bien: In her boudoir this artiste à la mode wears a beige negligé of crepe de chine. Et c'est en français que je parle lorsque je dis: ce gentleman au complet sport a une allure de milord; il joue au football, au golf, et au tennis. Vous ne sauriez voyager en France sans connaître le rail, le railway, le tunel, le ballast, le tender, le tramway, le wattman, l'express, les trucks et même les tanks.

Si l'Anglais se sert du détour, le Français roule sur le macadam dans un drag, un break ou un tilbury, tandis que l'Anglais préférera un charabanc, un coupé ou une sedan. Le Français fera du footing sur le deck de son yacht, tandis que l'Anglais mange à la carte dans sa suite de luxe. Le Français a son club où il rencontre les jockeys du turf qui ressemblent à des clowns. Et l'on peut continuer ainsi à l'infini.

Voici un autre exemple de bon anglais: This American has a salon very chic with chaises longues, where we hear a causerie full of badinage for the beau-monde. You will meet your bourgeois fiancée and your bête-noire the divorcée, who, in spite of the etiquette sends you a billet doux in a brioche. During the thé-dansant the cadre of this coterie au naturel is only bagatelle. Those camelots play baccarat or roulette or petits-chevaux. They have carte blanche.

Si les modèles des modes viennent de Paris, les termes qui les décrivent ont aussi passé la Manche ou l'Océan. L'idéal américain d'égalité a un effet considérable sur la mode. En France la femme du peuple ou l'ouvrière est rarement bien habillée. Au contraire, l'Américaine qui travaille veut être aussi dernier cri que la femme de son patron. Elle est fière de porter des épaulettes, un tailleur, ou un ensemble, si c'est le mode. Je ne parle pas des détails que l'on voit pas, brassière, chemise, etc. . . Ce continent possède plus qu'aucun autre de luxueux magazines illustrés pour apprendre à toutes les femmes les connaissances techniques de la mode. Le vocabulaire de ces magazines montre clairement l'origine des modes. On y trouve à chaque page les noms français des styles, des étoffes, des accessoires et des modèles. Même ceux qui n'ont aucune connaissance du français emploient ces mots très naturellement, car traduire ces termes c'est en perdre le chic, la saveur, la valeur commerciale. Toute vendeuse bien stylée vous dira tout de suite l'immense différence entre "a chapeau and a hat, a manteau and a coat, a rabbit and a lapin fur".

Prenons au hasard une page d'un magazine décrivant des gravures de modes: "One woman is wearing a beige cape over a dress of toile de laine. Her companion has shed her black redingote to show a bouclé skirt and sweater, brightened by a saffron knitted plastron that knots in the back. A chartreuse wool ensemble is worn by the third woman. Her blouse is of silk crepe. Next is a charming debutante wearing a chic black dress with a green suede belt. Stepping out of her automobile is a woman in reddish brown nutria jacket over a dress of beige velours de laine. Her hat is a tricorné bérêt. Her companion wears the classic tailleur, a small chapeau with canard beak in front, mousquetaire gloves and brown suede purse."

Et quelques parfums trouvés au
The A.T.A. Magazine

hasard à New York: Nuit de Noël, l'Aimant, Réflexions, Que sait?, Voyage à Paris, Heure intime etc., sans oublier la vieille Eau de Cologne, les Poudres Rouge satine, Soleil, etc.

Dans le monde et la société voici quelques expressions d'usage courant: etiquette, blasé, de luxe, coterie, camaraderie, naïve, naïveté, au naturel, au fait, adroit, a propos, contretemps, sang-froid, sans gêne, de convenance (mariage), distingué, née, savoir faire, liaison, penchant, début, fiancée divorcée, ennui, bon-ton, finesse, piquant, petite, outré, par excellence, par exemple, nouveau riche, degagé, flaneur, vis à vis, en famille, en règle, enfant terrible, en tête, danseuse, dis-euse, R.S.V.P., etc.

Il est bien entendu que je ne parle ici que des termes de la mode et d la société. On n'en finirait plus s'il fallait faire la liste des termes techniques et scientifiques. Je me bornerai donc à conclure par ce petit exemple d'anglais bon-ton:

In order to have entrée in the ate-

liers about town, it is considered de rigueur to be au courant of the latest French expression. Comme il faut, you know. One might say even noblesse oblige. The latter principle also comes in to play when you get an invitation from some grande dame who is très distinguée, but hopelessly fin de siècle, to attend a soirée musicale the raison d'être of which is the satisfaction of her amour propre. Naturally such things are vieux jeu. Besides, you may have already made a rendez-vous for that evening. But strictly entre nous, it would be a faux-pas. If you are an homme d'esprit you might get out of trouble with an in-souciant mot; but that is extremely dangerous, unless you are blasé or blessed with a tremendous sang-froid and are absolutely certain of your savoir faire. Accept the invitation, but avoid any contretemps. Those affairs never begin on time, and you can have before a tête à tête with your latest grande passion en route to the musicale. Au revoir and bon voyage.

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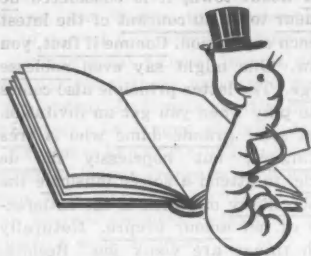
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Edmonton, Alberta.



Turns with Diaskeuast the Bookworm

BOOKS I HAVE LIKED

L. W. KUNELIUS, M.A., Westlock:
Les Miserables, by Victor Hugo;
Two-Way Passage, by Louis Adamic;
From the Land of Silent People, by
Robert St. John; *Between Tears and
Laughter*, by Lin Yutang.

DR. K. A. ARGUE, University of
Alberta: Mr. Gilbert, of light opera
fame, tells how the gods contrive so
that each Englishman may be born
either a little liberal or a little con-
servative. This facetious generaliza-
tion is borne out even in the educa-
tional books coming from Britain in
these war years. H. C. Dent, editor
of the *Times Educational Supplement*,
was born, or became, a little liberal—
more than a little, as a matter of fact.
This you may check by reading his
very vital and timely book *A New
Order in English Education*. It has
the same spirit as Max Lerner's *It
is Later than You Think* or Lyman
Bryson's *The New Prometheus*.

Sir Richard Livingstone, on the
other hand, tells us in his latest book
Education for a World Adrift that
he was born a conservative. Certainly
he writes in this vein even though
he now favors liberalism in politics.
His tone is that of R. M. Hutchins'
The Higher Learning in America or
Motimer Adler's *How to Read a Book*.

The suggestion I am making is that
in England as here there are two
fundamentally different points of view
on educational matters. H. C. Dent
speaks from one and Sir Richard Liv-
ingstone from the other. Both auth-
ors are out to proselytize so in fair-
ness you should read both *A New
Order in English Education* and
Education for a World Adrift. Both
are extremely readable; both are
small, pocket size in fact; and both
are in the A.T.A. Library.

FLORENCE J. TODD, B.A., Cal-
gary: *Reflections on the Revolution of*

Our Times by Harold J. Laski; *Make
This the Last War* by Michael
Straight; *Exploring the Dangerous
Trades* by Dr. Alice Hamilton.

A. J. H. POWELL, M.A., Edmon-
ton: I am incurably addicted to novels
and to the more roustabout type of
autobiographies. This indulgence I
justify to myself on the ground that it
deepens one's insight into human na-
ture besides imparting a wealth of
incidental information; but actually
I read such books for the same reason
that I eat Winnipeg Goldeyes—be-
cause I like them a lot.

One of my old favorites is *With
the Corners Off* by Commander A. B.
Campbell; a most exhilarating record
of the encounters of a British seaman
beginning — rather surprisingly—at
the old Strathcona C.P.R. depot, and
roaming up and down the Seven Seas.

Altogether different is *Our Hearts
Were Young and Gay* which is Cor-
nelia Otis Skinner's story of her first
unchaperoned trip to Europe. Since
we men have to live our lives in a
world fifty per cent female, it makes
for wisdom (and fun) if we discover
what sort of things are important to
the feminine mind (assuming it to
be a mind). This book helps a lot
in that respect; it also plays very
pleasantly with the theme of the
naïve American in the Old World.

Have you read *The Moon is Down*
by John Steinbeck? It is quite short
(150 pages or so) but packs more
faith for living than any book of our
time that I have read. What happens
when Nazi Pragmatism, armed to
the teeth, comes in head-on collision
with the goodness of a deeply civil-
ized though unarmed people? This
book tells us.

Commander Edward Ellsberg is a
magnificent modern. His *Hell on
Ice*, *Pig Boats* and *On the Bottom*
go far to convince the reader that
modern man is not only more in-
genious, but also tougher and more
heroic than anything in the previous

record of the race. Ellsberg's lifelong love is the Submarine. When a sub. drowns on the ocean floor, he gives up ease, comfort and peace of mind for as long as it takes to fish up any possible survivor and to float the hulk into dry-dock. Then he tells us about it in books like *On the Bottom*. Try that one first.

Some of the finest novels of our time are about industrial dynasties, which do or do not bear out the old adage "Three generations from clogs back to clogs". The most recent is Marcia Davenport's *Valley of Decision* which is excellent; another of the same theme and the same valley is *Out of This Furnace* (I forget the author but it is very good indeed). Both stories have to do with the growth of the Pittsburg steel industries with one eye on the owners, the other on the Czecks, Slovaks and Hungarians who furnish the cheap and not-so-docile labor.

* * *

DR. G. FRED McNALLY, Deputy Minister of Education. A one-volume edition of Shakespeare containing not less than 10 of the best known plays; an Anthology of Poetry, for example Untermeyer's *Treasury of Great Poems*; *A Tale of Two Cities* by Charles Dickens; *Les Misérables* by Victor Hugo; *The Man of Property* by John Galsworthy; *Autobiography with Letters* by William Lyon Phelps; a good mystery story written by Mary Roberts Rinehart, Leslie Ford or Dorothy Sayers; stories by foreign correspondents such as Gunther's *Inside Europe*, Shirer's *Berlin Diary* and *Mother Russia* by Maurice Hindus. So far as my own spoken and written English is concerned I am more indebted to *The Holy Bible* than to any other single volume.

NEW BOOKS IN THE A.T.A. LIBRARY

In the small volume entitled *Help, Professor* by Thackston, Gray and Campbell, parents will find answers to many questions that have perplexed them. It shows, with a clear and sympathetic understanding, the problems of both parents and teachers in their efforts to assist the development of the child. Here is a book which can really answer your questions; it deals with problems of universal and paramount importance; it is sane and

scientific—it can result in a better life for the citizens-to-be.

How to Increase Reading Ability by Albert J. Harris, Ph.D., is a textbook that has already met the test of the classroom use. The first portion of the book stresses the importance of reading as a tool subject and critically examines various teaching systems. Factors which retard the development of normal reading skills are treated in detail and of primary importance are the last seven chapters, devoted to up-to-date remedial methods. At no point in the volume does the author lose sight of the needs of the practicing teacher.

* * *

Due perhaps to the chaotic times there is much indecision regarding the rearing and education of children. Methods of discipline, self-expression, vocational guidance, the acquisition of desirable character traits and the like have become serious problems for parents and teachers. In his most recent book, *Child Guidance for Parents and Teachers*, G. Elmore Reaman, Ph.D., deals with these subjects in a very practical and common sense manner. His suggestions are based on experience.

An organized complete account of method of teaching in the new schools has long been missing. What is to survive of the old learnings in the new setting? How do the problems of the proficient reading and adequate control of number fit into more active programs? What guidance can the teacher give in musical experience, artistic expression, children's dancing? The answers are found in A. Gordon Melvin's *Method for New Schools*. This specific, practical book is an account of the way in which schools may guide in the techniques of learning, in the development of artistic, scientific and social experiences. Teachers and parents who would guide their children will find

here the help they need. It is clear and easy reading and carries conviction in its very completeness.

The curriculum theory presented in *Activated Curriculum*, also by A. Gordon Melvin, should make a wide revolution in current school practice as activity procedures have already made. The book deals with two fundamental practical problems; that of re-stating the curriculum and the re-organization of knowledge.



REVIEW OF THE PAGEANT OF CANADIAN HISTORY

By E. E. Hyde, M.A., Edmonton

In a new book published by Longmans Green and Company, Anne Meriman Peck describes in vivid prose some interesting facets of *The Pageant of Canadian History*. It is on the whole, a successful effort to paint not only word pictures of Canada but moving pictures as well. The writer has need of all the fluency of an unusually fluent pen to achieve the success that she undoubtedly does in the task she has undertaken. Her admiration for the builders of the Canadian Pacific Railway particularly of Donald Smith, Mount Stephen and Macdonald is well expressed, and ignores such unsavoury incidents as the Pacific Scandal; which is perhaps just as well. In the chapter on New Cana-

dians the contribution to Canada of the Ukraine, Denmark, Iceland and other European cultures is stressed. The problems of immigrant and native Canadians are dealt with in popular fashion, somewhat reminiscent of Ralph Connor's *Foreigner*.

It is rather a pity that in all her rather fulsome admiration of things Canadian the writer singled out the province of Alberta and its premier, the late Honorable William Aberhart, for the only apparent sneer in the whole of its three hundred and fifty-three pages. It leaves a rather bad taste in the mouth of this reader, and caused him to wonder whether the author and editor were not more concerned with being popular, than with being fair and right.

EXTENSION LIBRARY

Teachers with scant library facilities in their district find the University Extension Library a boon to themselves and to their communities. Travelling libraries are sent out to communities, or individuals may borrow books and periodicals of their choice from the Open Shelf. A small deposit, which is used to cover postage on books sent out, is all that is required. Because of the reduced rates granted to libraries by the Post Office Department, the cost per book is very slight. Those wishing further information may write the University Extension Library, Court House, Edmonton.



For Social Studies 3, Units I and II TWENTY-FIVE TROUBLED YEARS, 1918-1943

By F. H. Soward, B.A., B.Litt
University of British Columbia

The dramatic story of the way of the world during the past quarter-century. Professor Soward deals with the Versailles Treaty, the Search for Security, and the course of events in the various nations in turn. Exceptionally readable. 448 pp. 10 maps. \$3.00

Clark, Irwin & Company Limited

480 University Avenue

Toronto

INDUSTRIAL ARTS

Edited by Lloyd N. Elliott, Calgary

WHY NOT A HOME MECHANICS COURSE FOR GIRLS?

Editor's Note: The following article is one very good answer to the question, "What phases of Industrial Arts courses could be made suitable and valuable for the girls in our senior grades?" This report was prepared by a committee of lady teachers who were registered in the General Shop Seminar at the 1943 Summer School. The committee included Miss Marguerite Calder (chairman), Miss Mary Tunstall, Miss Agnes Anderson, Miss Alberta Hutchinson, Mrs. M. McComb, Mrs. E. Kennedy, and Mrs. L. W. C. Davis.

Within the last ten years many new courses, unheard of in our parents' school days, have appeared in our Course of Studies for the Intermediate School. Dramatics, Farm and Home Accounting, Typing, Oral French, General Shop and Home Economics, are some of the intriguing titles which beckon to the boy or girl in the Junior High School. Not many girls take General Shop as they feel incompetent when working beside boys who have tinkered with wood, metal, etc., for years; yet most girls are interested in General Shop courses.

Let us look into the future. The average housewife in her own home has not the time to spend hours in the evening in a basement workshop, making a bookcase. No, husband John can do that. Nor does the wife want to usurp her husband's place in doing the large jobs about the house. It is the small thing that crops up during the day when the husband is at work, that annoys her and makes her feel so incompetent and inferior: that electric iron which goes out of order in the middle of the weekly ironing ordeal, or the leaky faucet in the bathtub. Little jobs, but oh how big they can be when you don't know what

to do. Besides, it is a rather expensive business when such small repairs require the attention of a tradesman and often considerable delay and inconvenience occurs when electrical appliances must be sent out for minor adjustments or repairs.

If we want a practical, sensible course which would be of value to every girl in the future, we need a course in Home Mechanics for Girls. Such a course could be included among the optional subjects for the Junior High School or at the Senior High School level, and would be instituted **definitely for girls**, to supplement their homemaking courses in the Domestic Science department.

A Home Mechanics Course for Girls would refer to that part of Industrial Arts Education that centres around the construction, repair and maintenance work that could be done by a girl around her own home. The average home has many things to be mended and repaired, but in most cases there are very few tools with which to work. Most girls know what hammers, saws, and screwdrivers are, but the majority of girls are rather bewildered about gimlets, planes, etc. All girls should know the common tools and how to use them. So often we hear the expression, "What's that thing for?" Yes, just what is it for? Girls would like to know, and would be just as capable as boys if they were given the chance.

A Home Mechanics Course for Girls could be dealt with in units, and girls might pass from centre to centre, just as is done in the Home Economics course. In this way a girl would learn how to do various types of repair work, and how to make various types of small articles that would be helpful in her own work about the house.

The course could be divided into five or six units and a girl could spend a certain period of time at each Home Mechanics centre. Such units could be listed under the headings of:

1. Plumbing.
2. Electricity.
3. Woodwork.
4. Metalwork.
5. Motor Mechanics.
6. General Repair Work.

All of the above-mentioned units should deal with the type of work that the girl might come in contact with, and should not, for instance, include large jobs such as painting the roof. The question arises, "Just what should a girl know how to do about the home?"

Every woman should know about the plumbing in her own home, and how to keep the kitchen and bathroom in a sanitary condition. She should understand the drainage system of the kitchen and the bathroom, know how to clean traps, remove stains from fixtures, make minor emergency repairs, and clean drain pipes. The hot water system is an essential feature in every home and the housewife should know how to look after it properly. Very simple plumbing could be done by any girl. She could be taught to replace the washer in a water faucet, how to rim a tap, how to regulate and repair flush tanks, and how to drain the plumbing in the home.

With the increase in the use of electricity in everyday life, the housewife should have a working knowledge of how to care for the electrical equipment, and how to keep it serviceable and safe. She should be aware of the fact that although electricity is the best kind of helper, it may, if not properly handled, be the cause of fire or shock. For the sake of economy and safety all girls should know something more about electricity. The buying of electrical equipment for use in the home is usually left for the busy housewife. As there are many inferior products on the market, the house-

wife needs sufficient knowledge of electrical materials to enable her to choose those that are of good quality and of greatest service for her particular need.

Girls should be taught how to care for electrical appliances and wiring, and how to recognize danger signs, such as flickering lights, hissing sockets and loose plugs. They should have some idea of whether it is a simple difficulty which may be fixed at home, or whether the services of an electrician are required. The correct way to change fuses could be learned, how to locate the blown fuse, and how to proceed to find the possible causes of blown fuses. In order to buy new fuses intelligently, the housewife must know something about the wiring of her particular house. If an electrical appliance does not work, a woman should know some of the reasons why it refuses to work. A few minutes attention at the proper place might put it back in running order. Girls should be taught how to read meters and so on. A unit of this kind in a Home Mechanics Course would be very necessary.

(To be concluded in next issue)

EXECUTIVE OF I.A.T.A. ELECTED BY ACCLAMATION

Since no further nominations were received, (except for the position of Secretary-Treasurer), the original slate submitted at the time of the annual meeting and published in the October-November number of *The A.T.A. Magazine* has been declared elected by acclamation. There is no change in the list of district representatives. The immediate executive for the coming year will be as follows: Honorary President, Dr. W. G. Carpenter; President, Neil J. Cameron, Calgary; Past President, C. Ross Ford, Edson; Vice-President, Fred G. Forster, Lethbridge; Secretary-Treasurer and Editor, Lloyd N. Elliott, Calgary.



Association Announcements

EXECUTIVE COUNCIL ELECTION, 1944

Locals are requested to note that nominations for election of the Executive Council of this Association for 1944-45 must be received at Head Office, on or before March 8th, 1944.

Eligibility of Members to Vote

By-law No. 31 states:

"Every member of the Association shall be entitled to vote for the President, Vice-President, and for the Geographic Representative of the district in which his school is located."

Eligibility of Members for Election to Executive Council

By-law No. 34 in this regard reads:

"In order to be eligible as a candidate for election to the Executive Council, a member shall have been in good standing in the Association or other affiliated organization of the Canadian Teachers' Federation in every case where membership was a possibility, for not less than four complete, successive years immediately preceding his nomination as a candidate for election; provided that a period of unemployment as a teacher during such successive years shall be deemed to be a period of membership for the purposes of this By-law."

President: In order to be eligible for election to the office of President, the candidate shall previously have served as a member of the (Provincial) Executive Council. The President may be selected from the Province at large.

Vice-President: The Vice-President may also be selected from the Province at large.

District Representatives: Each nominee for election to the office of District Representative must teach in his own geographic district.

How to Nominate

Any Sub-local, through its own councillor, may suggest to the executive council of its Local, the name of any proposed candidate for election as President, Vice-President and District Representative. A general meeting of the Local, or the executive council thereof, by resolution in meeting assembled, must make formal nomination or nominations and transmit to Head Office the nomination in the form prescribed by the Executive together with the acceptance of the candidate or candidates. All Locals may nominate from the Province at large for the offices of President and Vice-President: and for District Representative, one candidate from the geographic district concerned.

GEOGRAPHIC DISTRICTS

North Western Alberta Constituency

—All schools situated within the area covered by the following School Divisions: Grande Prairie, Spirit River, Peace River, McLeod, Fairview; and the area from Slave Lake East to, and including Smith.

Edmonton District Constituency

—All schools situated within the City of Edmonton and the boundaries of the following School Divisions: Pembina (north to, but not including Smith), Lac Ste. Anne, Stony Plain, Clover Bar, Sturgeon, Edson and west to B.C. border).

North Eastern Alberta Constituency

—All schools situated within the area covered by the following School Divisions: Athabasca, Lac La Biche, Inspectorate, Smoky Lake, Lamont, Two Hills, Vegreville, St. Paul, Bonnyville and all territory outside the boundaries of any School Division north of the North Saskatchewan River, east of the fifth meridian.

Central Western Alberta Constituency

—All schools situated within the area covered by the following

School Divisions: Olds, Red Deer, Rocky Mountain, and west—Brazeau line, Stettler, Ponoka, Wetaskiwin, Camrose, Strawberry.

Central Eastern Alberta Constituency—All schools situated within the area covered by the following School Divisions: Vermilion, Holden, Wainwright, Killam, Provost, Castor, Neutral Hills, Sullivan Lake, Acadia, Berry Creek.

Calgary District Constituency — All schools situated within the City of Calgary and the area covered by the following School Divisions: Wheatland, Calgary (and west—Canmore-Banff line), Foothills, Bow Valley, E.I.D., Drumheller.

Southern Alberta Constituency — All schools situated within the Cities of Medicine Hat and Lethbridge and within the boundaries of the following School Divisions: Pincher Creek, Macleod, St. Mary's River, Lethbridge, Taber, Foremost, Cypress, Tilley East.

RESOLUTIONS FOR PRESENTATION TO THE ANNUAL GENERAL MEETING

As in the case of nomination of candidates for election to the Executive Council, there are two ways by which resolutions for consideration by the Annual General Meeting may be sent forward:

1. By authority of a General Meeting of a Local Association;
2. By authority of a resolution passed by the executive council of a Local Association.

This procedure may be briefly outlined: a certificated Sub-local may pass a resolution and forward it to the executive council of its Local Association which, of course, has the privilege of adopting or rejecting it; but a Sub-local has no power to remit direct to Head Office resolutions which have not previously been submitted to and approved by its own executive council. Of course, the Local secretary and not the Sub-local secretary should send in resolutions to Head Office.

Resolutions must be received at Head Office not later than March 16, 1944. (Before if possible.)

After receipt, resolutions will be printed and sent out to all accredited Locals in order that their delegates may be instructed by resolution of the Local or its executive council, as to how they are to vote at the Annual General Meeting to represent their

Local. Arrangements should therefore be made for each Local or its executive council to meet between March 20th and the Annual General Meeting.

REQUISITES OF A GOOD TEACHER

What qualities should a good teacher possess? The Educational Courier (organ of the Ontario teachers) gives this list: "Attention to such prosaic matter as a proper temperature in the room; adequate lighting and ventilation at all times; cleanliness of floors and desks; care that every pupil has a desk of the correct size; well-kept register, A.D.P. cards, and report cards; immaculateness and attractiveness of clothing and person; an inviting classroom with a plentiful, varied display of pupils' work; tactful relations with parents; a sunny, sympathetic attitude toward the pupils; efficient checking on absence and lateness; emotional control; a pleasant voice; a friendly and co-operative attitude toward principal and staff; an active interest in the Home and School Association and other community agencies; a high moral sense; a steady dependability in such matters as yard and basement duties; a cheerful readiness to contribute one's best to any school enterprise; a reasonable amount of magazine and book reading to keep abreast of current educational developments; and, of course, membership in the Federation and other worthwhile professional bodies."

"STAGE DOOR" a Publication for DRAMA TEACHERS

Last year the Extension Department of the University of Alberta began the publication of *Stage Door*, an entertaining little magazine containing articles on the theatre and news of the activities of Alberta school and community drama groups. Those interested may have their names placed on the mailing list by writing the Department of Extension. There is no subscription fee. Teachers and others are invited to send in news of their dramatic groups to the editor of *Stage Door*, Mr. Sydney Risk, Department of Extension, University of Alberta, Edmonton.

All communications re the I.A.T.A. or contributions to the Industrial Arts page of *The A.T.A. Magazine* should be addressed to Lloyd N. Elliott, P.O. Box 38, Calgary, Alberta.

The A.T.A. Magazine

Local News

ATA

The January meeting of the Ata Sub-local was held at the Jefferson School on Friday, January 14th, with Superintendent A. B. Evenson, and the staffs of the Woolford, Jefferson and Del Bonita Schools present. The correspondence regarding libraries was read and the question tabled for the time being. Miss E. W. Duff reported on the meeting of the teachers' committee with the Divisional board and the Superintendent. Mr. A. B. Evenson, Superintendent of the St. Mary's River Division, led an informal discussion on Progressive Education, and teachers' problems in general. Following the business meeting lunch was served by the Jefferson staff.

ANDREW

The third meeting of the A.T.A. Andrew Sub-local was held in Andrew on December 17th. Nineteen members attended and P. Farris reported on the meeting with the Divisional Board. Teachers agreed to stage a play in the near future. President J. W. Huculak spoke on Parent-Teachers' Association.

ATHABASCA

The January meeting of the Athabasca Sub-local was held in the Athabasca School Saturday, January 8th, at 2:00 p.m. The Question Box produced a lively interest. A round-table discussion on Remedial English proved helpful. The February meeting will be held in the Athabasca School and Mrs. Emmett will give a talk on Dramatics. This will be followed by an open Forum on Community Service.

BRUCE

The first meeting of the Bruce Sub-local was held in the Bruce School on November 25th. The following officers were elected: President, Miss N. Lyons; Vice-president, Miss E. Malcolm; Secretary-treasurer and Press Correspondent, Miss R. Grinde; Executive Representative, Miss G. Bruce; Track Meet Representative, Miss M. Malcolm; Festival Representative, Mr. J. R. Hemphill; Convention Representative, Mr. J. J. Popil. The "freezing order" was fully discussed. It was recommended that a higher basic salary should be established.

The second meeting of the Bruce Sub-local was held in the School, January 6th. Miss G. Bruce, the Executive Representative, gave a very interesting report which provoked a great deal of discussion. After the business of the evening a round-table discussion on "Free Reading" followed. It was decided to discuss "Problem Children in the Modern Activity School" at our next meeting.

CAMROSE CONVENTION

More than 80 teachers registered at the Camrose Convention held in the Elk's Hall on Friday, December 3rd. The meeting was called to order by Mr. J. E. Appleby, who acted as Chairman in the absence of Mr. H. Debow. Secretary-treasurer, Mr. C. McCleary, gave the financial report and a brief resume of past year's activities. Superintendent C. H. Robinson addressed the teachers on the procedure of conducting Grade IX examinations. The General Meeting adjourned for the purpose of organizing Sub-locals. The following were organized:

Bashaw — President, Mr. McKee; Vice-

president, Mrs. Scott; Secretary-treasurer, Mrs. Cook; Councillor, Mr. McKee; Bawlf — President, Mr. Olson; Vice-president, Mr. Paetkau; Secretary-treasurer, Mrs. Cameron; Councillor, Mr. Skattebo.

Meeting Creek — President, Mr. Kvistle; Vice-president, Mr. Erickson; Secretary-treasurer, Miss I. Hall.

Ferintosh-New Norway — President, Mr. Malmo; Secretary-treasurer, Miss Jacobson.

Camrose — President, Mr. Burpee; Vice-president, Mr. Lomnes; Secretary-treasurer, Miss Studholme; Councillor, Mr. Rolseth.

At the opening of the afternoon session, Mr. J. W. Barnett, Secretary-treasurer and Managing Editor of The A.T.A. Magazine, addressed the Convention. Dr. Lazerte, Dean of the Faculty of Education, spoke on Secondary Education in Post-War Years. The following executive was nominated: President, Mr. J. E. Appleby; Vice-president, Mr. H. Lomnes; Secretary-treasurer, Mr. C. McCleary; Press Correspondent, Miss D. Tylosky; Negotiating Committee, Miss M. Sanden, Mr. G. McCleary, Mr. B. Lomnes, Mr. H. Rolseth, Mr. K. Enlund.

CLANDONALD-DEWBERRY

The first meeting was held in October at Clandonald. The following officers were elected: President, Mr. S. Gordon; Vice-president, Mother Gabriella; Secretary-treasurer, Miss G. Dunsmore; Councillor, Mr. Bruce; Press Correspondent, Miss D. Hagen.

The second meeting was held in Dewberry in November. It was decided that at our next meeting we would have a group discussion, the topic being "Remedial Reading".

COLEMAN

At the first meeting of the Coleman Sub-local, the following were elected to their various offices: President, Miss E. Mercer; Vice-president, Miss M. Higginbotham; Secretary-treasurer, Miss R. Aah; Press Correspondent, Miss V. Janostak; District Representative, Mr. J. Cousins; Salary Committee: Mr. Allen, Mr. Ondrus, Mrs. Thomson, Miss L. Johnston; Social Committee: Miss M. Jones, Miss E. Mercer; Educational Committee: Mr. Cousins, Miss M. Higginbotham, Miss M. Graham, Miss V. Janostak. Discussion took place regarding the recording of pupils' abilities and members present were asked to bring suggestions to the next meeting. Contributions to the Sports' Association were very good. The Social Committee supplied refreshments during the meeting.

Sixteen members of the Coleman Sub-local A.T.A. met on January 5th. The letter from Mr. Barnett was read regarding absenteeism of members from the regular meetings of the Sub-local A.T.A. meetings. The government By-law regarding the cost of living bonus was also read. It was decided that the salary committee discuss the question and report on it. The Educational Committee is to make a survey of the test catalogue and make suggestions for the Sub-local to consider. The Social Committee served coffee and doughnuts.

CYPRESS LOCAL

The monthly meeting of the Cypress Local No. 8 was held on January 15th at the Toronto Street School in Medicine Hat with fourteen members present. The main topic of discussion was our new salary schedule.

CZAR-HUGHENDEN

The Czar-Hughenden Sub-local of the A.T.A. met in Czar on Saturday, January 15th at the residence of Miss Eriksson and Miss Smith. Business matters were discussed,

after which two book reports were given, the first on "Creative Writing" by Mr. McPherson, and the second on "The Place of Art in the School" by Miss Erikson. These reports and the discussions which followed proved very interesting and helpful. Several other books were chosen which will be reviewed at our next meeting to be held Saturday, February 19th. After adjournment, a delightful lunch was served by the hostesses, and a pleasant social time was enjoyed.

DERWENT

The teachers of the Derwent Sub-local have recently held a meeting, the highlights of which were speeches dealing with certain school problems. Mr. A. Rostron dealt with "English" and how the course could be summarized so that the textbooks could be covered. Mr. W. C. Bober dealt with "Culmination of an Enterprise." Final discussion was centered around the reel machine—and it was decided that the machine should continue to run as previously.

EVANSBURG-WILDWOOD

Meeting of the Evansburg-Wildwood Sub-local was held at the home of Mrs. C. Hellekson, Evansburg, on January 8th, 1944. A survey test on Intermediate Functional Grammar was prepared by the group. Results of same from every school must reach the office before the Easter week. A delicious lunch was served by Mrs. Hellekson. Next meeting is to be held on the second Saturday in February at Wildwood.

FAIRVIEW

A record attendance of Fairview Sub-local members met at the home of Mrs. E. Kelsey on January 8th. Matters dealt with were (1) Shall Fairview local donate a cup to the Festival? (2) Are the free shows, sent by the Department of Extension, of real value to schools? The first was favored by the Sub-local but the matter will be referred to the Local. All agreed that the shows are too long and of too difficult content for the average school child. This complaint will be sent to the Department. Miss Maxine Freed, of Beaver Ridge, presented a very interesting paper on "The Enterprise", dealing with all its aspects. This provoked a good deal of discussion among all members. The entertainment part of the program consisted of a general knowledge quiz, also presented by Miss Freed.

FORESTBURG

The Forestburg Sub-local met at the Forestburg School Saturday, January 8th, with 11 members present. As no fall Convention had been held, the Sub-local, with the remaining officers of the Divisional Local, drew up tentative plans for a Convention to be held at Killam, February 11th. The necessary officers were appointed. Lunch and a social hour followed.

FORT SASKATCHEWAN

An organization meeting of the Fort Saskatchewan Sub-local was held on December 2nd at the home of Mr. and Mrs. L. Adams. Officers elected were as follows: President, Mr. L. Adams; Vice-president, Miss Muriel Caldwell; Secretary-treasurer, Miss Margaret Ward; Councillor, Mr. L. Adams; Press Correspondent, Miss Eileen Anderson. It was decided to hold the next meeting at the home of Mrs. M. McLellan on January 6th. After the conclusion of the business meeting the teachers enjoyed a game of bridge. A delightful lunch served by Mrs. Adams brought a very enjoyable evening to a close.

On December 18th a meeting of the Fort Saskatchewan A.T.A. Local was held at the home of Mrs. M. McLellan. The teachers present had an interesting discussion on "Enterprise and its Procedure in the Classroom". The pamphlet on the Course of Studies for Divisions I and II (recently sent out by the Department of Education) was also discussed. Mrs. McLellan served a delicious lunch at the close of the meeting.

GLENDON

A meeting of the Glendon Local was held on January 14th at the house of Mrs. MacLean. The meeting was called to order by the President and the minutes were read by the Secretary and adopted. Discussion re School Fair followed and it was moved by Mrs. Good, seconded by Miss Manson, that the Secretary write to the School of Agriculture at Olds regarding information about School Fair projects. It was also decided that the Secretary write in for several copies of the A.T.A. Library catalogue. The next meeting will be held on February 19th. After the meeting a delightful lunch was served by Mrs. MacLean.

GRAND CENTRE

The Grand Centre Sub-local held its re-organization meeting in the new Grand Centre School on November 27th. The 1943-44 executive was elected as follows: President, Mr. Fabian Milaney; Vice-president, Mr. J. Schoemer; Secretary, Mr. J. Stonehocker; Press Correspondent, J. Coad. Plans were discussed for the operation of the phonograph. It was also decided to operate the movie projector on a rural and town circuit this year. Committees were set up to secure films for these circuits. After adjournment a delicious lunch was served by J. Stonehocker.

The January meeting of the Sub-local was held in the new Grand Centre School January 15th, Mr. Fabian Milaney presiding with ten teachers present. It was decided to hold a raffle, proceeds to go to the purchase of another phonograph and set of music appreciation records. Plans were laid for the holding of a non-competitive festival to be held in Cold Lake on May 26th. The committee appointed in charge of arrangements consisted of Mr. and Mrs. J. Schoemer, Mrs. M. Fraser, Mr. F. P. Milaney and Miss A. Allard. A delightful lunch was served.

GRANDE PRAIRIE

On Saturday, December 4th, the first regular meeting of the Grande Prairie Sub-local A.T.A. took place at the Grande Prairie High School. Mr. Melness gave an interesting talk on "Reconstruction" which he will continue at the next meeting. Programs for future meetings were then discussed and it was decided that each month two persons would be responsible for a talk on a famous musician, giving examples of his compositions either by performance or the playing of records.

HAYTER-PROVOST

The Hayter-Provost Sub-local met at the Provost School on January 8th with fourteen members present. Besides the general business a discussion was held on teachers' re-instated certificates. A talk on Enterprise Work in Div. II was given by Mrs. E. Auburn after which a lively discussion followed. Tea was served in the Household Economics Room by Misses K. McAllister and L. Milne. "Drill Subjects with the Enterprise" is the topic for next month's meeting.

The A.T.A. Magazine

MUNDARE

The annual meeting of the Mundare A.T.A. Sub-local of October 29th elected to the executive: President, Mr. Peter Yuhem; Vice-president, Miss G. Polomark; Secretary-treasurer, Miss M. Osmack; Press Correspondent, Miss M. Nichols; Social Committee, Mrs. Meehan, Mr. Ewahniuk and Mr. Richel. Representatives elected to the Lamont Convention Meeting: Nominating Committee, Mr. Macko; Auditing Committee, Miss Melnyk; Resolutions Committee, Mrs. Meehan, Mr. Worobets submitted statistical information, showing the method by means of which the Lamont Divisional Board assessed the rental of teacherages in the Division. The meeting of December 3rd received a report of Convention finances from Mr. Worobets and arranged the program for the next meeting.

MORNINGSIDE

The Morningside Local held its meeting in Lacombe, Saturday, January 8th. The circuit of the projector was discussed and determined. Mr. Ross, Inspector of Schools, gave a very constructive talk about Science in Divisions I, II and in Grades VII, VIII, IX. The importance of pupil activity in experiments was stressed. Films for the February showing of the projector were chosen. The next meeting will be held in Lacombe on the first Saturday in February.

MYRNAM

The organization meeting of the Myrnam A.T.A. Local for the 1943-44 year was held on October 6th, 1943, at Myrnam. The first item on the agenda was the election of the Executive. The following members were elected: President, Mr. W. Teresio; Vice-president, Mr. Lesevich; Secretary-treasurer, Mr. Chorney. It was decided that meetings should be held on the first Saturday of every month, also that a fee of fifty cents be charged each member of the Local. After a discussion was held regarding the film projector the meeting was adjourned.

The regular meeting of the A.T.A. was held at Myrnam on December 4th with Mr. Teresio in the chair. The minutes of the last meeting were adopted as read. Mr. Chorney presented the financial report which was adopted after some discussion. Mr. Meronyk gave a report on the resolutions passed at the Convention of the Two Hills Division. Mr. Meronyk was re-elected as Councillor by acclamation for the coming year. It was decided at this meeting that all the Christmas Concerts in Myrnam Sub-local were to be held on December 23rd. An itinerary was planned for the films to be sent out by the Department of Extension. The possibilities of carrying on a salvage campaign in the country schools similar to urban points were discussed and arrangements agreed upon. After the meeting was adjourned a group of twenty, including the teachers' wives, was invited to Mrs. Peter Danelovich's home where a delicious lunch was served.

A meeting of the Myrnam Sub-local was called on January 15th with Mr. Teresio in the chair and with practically every member in attendance. The minutes were read by the Secretary, Mr. Chorney, and were adopted. The important item on the program was the discussion of the report by the Councillor, Mr. Meronyk, on the meeting held at Derwent between the Executive of the Two Hills Local A.T.A. and the representatives of the Divisional Board regarding the position of teachers in the post-war period. The increase of salary was also discussed. Plans were made for adequate Grade IX tests for each subject and the exchanging



Steady, Emma old girl . . . two pencils for a nickel may look like a better buy than just one, but not if that one will make your work easier and make you happier and more efficient. There should be no dilemma, Emma, for you can buy that smoother, longer-wearing MIRADO without risk.

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of them between the teachers of that grade. The meeting was adjourned and the teachers and their wives were invited to the home of Miss Olga Posernuk, where she was assisted by Mrs. Demchuk in serving a dainty lunch. After lunch, a quiz was held directed by Mr. Meronyk, which was enjoyed by all.

ONOWAY

The Onoway Sub-local held their January meeting in the Beaupre High School, January 15th. After the regular business was finished, Mr. McKay led a discussion on the place, use and value of Festival Training in the classroom. Mr. Goscoe gave some helpful suggestions that he had found useful in the classroom. At the close of the meeting lunch was served by Miss E. Bennett.

PEACE RIVER

The Peace River Sub-local was organized in November and the program conveners for the year were appointed. The members have met the second Saturday of each month at various homes in Peace River. In November members were chosen for representation on the Concert Festival Committee; in December, discussion on "The Teacher's Role in Economic Reconstruction After the War" led to the preparation of a series of articles, presenting the teacher and his problems to the public through the press.

In January Mrs. Stewart inspired all the members by her presentation of Gibbon's Canadian Mosaic, an interesting resume of a brief history of Canada's races and peoples. The meetings have been very interesting and it is hoped that more teachers will find it convenient to attend.

PICARDVILLE-BUSBY

The regular monthly meeting of the Picardville-Busby Sub-local was held on December 1st at the home of Mrs. Hunter in Busby. The business part of the meeting was opened by a report given by Mrs. Hunter on a recent executive meeting. The main point of discussion was books. It was decided that thirty dollars of the Sub-local's funds should be spent equally among the first three divisions for reading material for the pupils. The Secretary was asked to write to the Secretary-treasurer of the School Division to have our money doubled in order to add more books to our Sub-local circulating library. An interesting dis-

cussion on discipline then followed. After the meeting, a tasty lunch was served by our hostess, Mrs. Hunter.

The January meeting of the Picardville-Busby Sub-local was held at the home of Mrs. Watson on January 14th. The greater part of the business meeting was taken up with the method of distributing the books ordered by the Sub-local. It was decided that the books would remain at Picardville and that each teacher belonging to the Sub-local would call for the books at their convenience. At the end of the school-term the books would be allotted to the different schools within the Sub-local on a percentage basis. Each teacher was requested to read the outline of the Intermediate Course of Studies for the next meeting. Mrs. Harry would lead the discussion. At the close of the meeting Mrs. Watson and Mrs. Harry served a delicious lunch.

RAYMOND

A meeting of the Raymond Sub-local was held on January 6th. The minutes of the previous meeting were adopted as read. It was moved and seconded that we elect a committee of four members to take charge of the forthcoming banquet which is being held to entertain the School Board members and their wives. The members elected were Mrs. Shortliffe, Mr. Reece Gibb and the Misses Norma Smith and Eleanor Stutz. Miss Norma Smith gave a report on "Professional Ethics", which was followed by a discussion. Mrs. Shortliffe then gave some "English Suggestions", for all the grades. The meeting was then adjourned.

SMOKY LAKE

At the Annual Meeting on November 19th, 1943, the teachers of Smoky Lake Local heartily supported Mr. G. Kolotyuk's proposal to publish a monthly bulletin. The Divisional Review, and elected the following editorial staff: J. C. Dubeta, Editor; Geo. Myronyk, Assistant Editor; Smoky Lake staff, printers; and the following Sub-editors: V. Kupchenko, personalities; J. T. Bullock, book review; M. Ukrainetz, diagnostic tests; R. Elliot, humor; G. Kolotyuk, educational philosophy; Mrs. E. Wood, hints and helps; Mrs. Macmaster, questions and answers; Wm. Strashok, advertising. Arrangements were made and approved to periodically publish diagnostic tests in subjects to be selected by the Executive. Reports were submitted as follows: G. Kolotyuk, the year's activities of the Local; J. M. Repka, financial statement, to be supplemented by publication; P. Semenchuk, sport activities, to be similarly supplemented; J. C. Dubeta, debating activities; A. J. Styra, salary schedule. The Executive elected is as follows: President, G. Kolotyuk; Vice-president, Wm. Filewych; Secretary-treasurer, J. M. Repka; Press Correspondent, J. M. Repka; Salary Committee: J. C. Dubeta, chairman; P. Semenchuk, Secretary; and M. Ukrainetz. Each Sub-local to elect one member at the Sub-local meeting for the Convention Committee. The meeting adjourned upon Mr. Shubert's motion. During the year, a project initiated by Mr. Bercuson and vigorously carried on under his successor G. Kolotyuk by the Smoky Lake High School, reached culmination in the erection of a community library. The formal opening took place on the day of the convention, November 19th. At a luncheon attended by over 150 teachers and others, appropriate toasts and speeches were made by the principal, G. Kolotyuk, a students' representative, the superintendent, Mr. Kostash and by Mr. L. Bercuson. Mr. Wm. Filewych officiated as master of ceremonies. After

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the formal opening of the library and before the annual meeting commenced, Mr. L. Bercuson gave a very interesting talk upon Adult Education. Seven adult study groups are functioning in the territory of this Local.

SEXSMITH

The organization meeting of the Sexsmith Sub-local was held in Grande Prairie on November 13th. The following executive was elected: President, Mr. E. Mean; Vice-president, Miss M. Vinet; Secretary, Miss S. Carter; Press Reporter, Miss R. McKinney; Councillor, Mrs. Mackey. Meetings are to be held on the first Saturday of every month in the Sexsmith School. Very few teachers attended the December meeting as nothing was accomplished. All members are urged to attend during the new year.

SPIRIT RIVER-RYCROFT

The November meeting of the Spirit River-Rycroft Sub-local was held at Spirit River during Convention week for the purposes of electing officers. Mrs. Hartwell was elected President; Mrs. Bryan, Vice-president; Miss T. Wasylyk, Secretary; and Miss McEwen, Press Correspondent. It was decided that meetings be held every two months on the first Saturday of the month, providing that day is not a holiday.

The Spirit River-Rycroft Sub-local met at Miss Henderson's home at Spirit River on January 8th, 1944. The Musical Festival was discussed. It was decided that for the next meeting we have a panel discussion on "Health in Relation to the School." Mrs. Bryan suggested we have an all-out drive for simplified spelling. It was also decided we organize a Home and Parent Association in our respective districts. Miss Henderson served a delicious luncheon. It is hoped that at the next meeting, which is to be held at Mrs. Reider's home at Rycroft, March 4th 1944, we have a one hundred per cent attendance.

STONY PLAIN

The Stony Plain Local Executive held its first meeting on Friday, December 3rd at Stony Plain. The Executive for the coming term are: Past-president, Mr. H. Anderson; President, Mr. E. Radke; Vice-president, Miss E. Lechelt; Secretary, Miss C. Reed; Press Reporter, Miss A. MacMillan. How to stimulate interest in Sub-locals and the possibilities of organizing P.T.A. throughout the division were discussed. It was moved that an official newsletter under the editorship of Mr. Anderson be sent out each month. A committee for the Stony Plain Festival Association was appointed.

STRATHMORE

The regular monthly meeting was held in the Strathmore High School on Thursday, January 13th, with nine members in attendance. Mr. R. Ringdahl gave a very worth-while talk on some psychological experiments in the educational field. His address was well illustrated by graphs shown through the school projector machine. Mr. J. Crellin conducted a contest. Following the adjournment lunch was served by the Strathmore staff. The next meeting will be on the second Thursday in February when we hope there will be a larger turnout. The strength of the Association depends on the efficient functioning of the Sub-locals.

STRAWBERRY CONVENTION

Friday, December 10th recorded in the annals of the Strawberry School Division, the first Local Teachers' Convention to take place in this Division. The one-day Convention was held in the Breton Community

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Hall, where an excellent representation of the teachers in the Division, together with five guest speakers from Edmonton and Wetaskiwin, were in attendance. In the afternoon at one o'clock, the President, Mr. Val Falter gave his opening address, which was followed by a warm welcome to the Teachers, by the Divisional Board Representative, Mr. Spindler of Breton. The business meeting followed with various reports, discussions, resolutions and election of officers. Elected to hold office for the coming year were: President, Mr. W. Strachan; Vice-president, Miss G. Young; Secretary-treasurer, Miss J. Bradenburg; Press Correspondent, Mr. W. Smith; and Auditors, Mr. T. Wells and Mrs. E. Munden. Inspector Scofield, our Superintendent, gave the teachers an instructive address on "Enterprise Education," and this was followed by another address by the A.T.A. Representative, Mr. John W. Barnett, Edmonton, who spoke on, "The Provincial Schedule." The Ladies of the Breton Red Cross served the teachers a delicious chicken supper, after which Mr. John W. Barnett addressed the teachers on "Federal Aid." The guest speaker of the evening, Dr. Gard, M.A., Director of the Alberta Folklore and Local History Project, unfolded many incidents of historic value in the development of our province from pioneer days. The final event of the convention was the well attended dance in the Community Hall.

STURGEON LOCAL

An executive meeting of the Sturgeon Local was held on December 4th in the A.T.A. Office. Minutes of the previous meeting were read and adopted and Financial Statement was given and accepted. Resolutions from the Egremont Sub-local were received and fully discussed. An amendment regarding the above was made but the School Board will be contacted in regard to the following resolutions: that a member of the Sturgeon Local Executive be appointed to sit in at Divisional Board meetings and report to the Executive, and that this be done with the consent of the Board to take time off from school to attend such meetings, and; that the Divisional Board take over the rental of films supplied by the Department of Extension. A discussion took place pertaining to the possibilities of organizing Sub-locals in unorganized areas of the Division. Such centres will be approached.

The enterprise project which was started last year will be continued. It is hoped the Namoo Sub-local will undertake the editing

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of the material. The Salary Negotiating Committee were instructed to re-open negotiations with the Board, and a meeting of all High School teachers in the Division will be held in order to get their views regarding the High School salaries. Miss Jubinville was nominated Press Correspondent. Our new Superintendent, Mr. Erickson, will be invited to attend the next Local Executive Meeting.

SWALWELL

The regular meeting of the Swalwell Sub-local A.T.A. was held at the Antler School on Thursday, November 18th. Correspondence was heard from the Department of Education concerning the use of the present report card. It was learned that the use of this report card is not compulsory. A discussion of resolutions for the Fall Convention then took place.

A talk on "Courtesy" was given by Mrs. M. McComb. Mrs. Moore then spoke on the "Enterprise System in Our Schools". This aroused a lively discussion on Progressive Education. A delicious lunch was served by the social committee.

The regular monthly meeting of the Swalwell A.T.A. was held in the Swalwell High School on December 18th. Mr. R. Beiber gave a lecture on "Physical Education in Our Schools." Mr. J. Collins gave an interesting talk on "Woods". He showed various samples of fancy woods, grown in different parts of the world, explaining the source and use of each. Lunch was served by the Swalwell teachers.

The monthly meeting of the Swalwell A.T.A. was held in the Swalwell High School on January 20th. Mr. P. Miller gave a very interesting talk on Mathematics, emphasizing the fact that this subject is a science therefore the two essentials to be mastered by the pupils are: (1) Orderly arrangement; (2) Complete mastery of fundamentals. Mr. E. Brown, M.L.A., Bow River, outlined the program for a Health Unit which we hope to have after the duration. This lecture was very much enjoyed. Mr. Brown was made an honorary member of the Local. Lunch was then served.

THORHILD

The first meeting of the Thorhild Sub-local was dated for early November but was postponed because a quorum was not present. A meeting called for December 17th, 1943 produced no better results as far as attendance was concerned and the few

teachers available, believing that the third meeting may prove similar to the previous ones, acted in good faith and elected the main body of the new Executive. It was decided that notices to teachers regarding the next meeting will be sent out much earlier for previous notices may not have reached some of the teachers in the outlying districts in time.

A re-organization meeting of the Thorhild Sub-local was held in the Thorhild High School on December 17th, 1943. The following Executive was elected: President and Councillor, Mr. N. Samoil; Vice-president, Mr. N. Kufel; Secretary-treasurer, Mr. J. J. Meleshko; Projector Committee, Mr. N. Samoil and Mr. J. J. Meleshko. Vacant offices in the Executive remain to be filled at the next meeting in January and further items of business will be decided upon when a better attendance is expected. It is hoped that the Local teachers will give better co-operation and attend the further regular meetings of the Sub-local.

The Thorhild Sub-local of the A.T.A. held its regular meeting on the 15th of January at the Abee School with thirteen members present. Reading and adoption of the minutes was followed by discussions regarding the moving machine and the salary. Several resolutions concerning the salary schedule were drawn up which are to be submitted to the Salary Negotiating Committee of the Smoky Lake Local. It was further decided that regular Local meetings are to be held on the second Saturday of each month. The gathering broke up after a delicious lunch was served by Mrs. Huskins and Mrs. Nuttycombe.

THORSEY

The December meeting of the Thorsby Teachers' Sub-local was held Thursday, December 2nd at the home of Mrs. Munden, Sunnybrook. The President, Miss Ainslie Campbell, presided. Final arrangements were made for the one-day Convention of the Alberta Teachers' Association of the Strawberry School Division to be held at Breton Community Hall, Friday, December 10th. A tasty lunch was served, after which the teachers enjoyed a round-table discussion and a sing-song.

THREE HILLS-TROCHU

The Three Hills-Trochu Sub-local organization meeting was held in Trochu on November 10th, 1943. The following officers were elected: President, Mr. Menling; Vice-president, Mr. Traub; Secretary-treasurer, Miss Watt; Press Correspondent, Mrs. Torgerson. The topics for discussions were decided upon for the next meeting. Lunch was served by the Trochu teachers.

The next meeting was held at Three Hills on December 8th. The merits of a one-day and a three-day convention were discussed. It was resolved that steps should be taken to impress upon the Central Executive that we should have a three-day convention because a one-day convention has no intrinsic value to the teacher and is not economically feasible. Members of the profession need the stimulus and the help found in a three-day convention. A discussion on the closing of schools next July 15th then took place. Lunch was served by the teachers of Three Hills.

TOMAHAWK

The Tomahawk teachers' Sub-local re-organized for the year 1943-44 with the following officers duly elected: President, Miss Ethel Allen; Vice-president, Mr. Wm. Wolodko; Secretary-treasurer, Mr. Johann Overbo; Councillor, Mrs. A. Ross. Plans for

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the next meeting were discussed and then a delicious lunch was served by Miss E. Allen.

TWO HILLS

The December meeting of the Two Hills Sub-local was held in Two Hills December 4th. The meeting was opened by our President, Mr. Samoil. After the reading of the minutes by the Secretary, the question of the projector was brought up. The teachers decided to make the two remaining payments on the projector. Mr. Poohkay reported on the meeting of the executive. Items given most consideration were teacher absenteeism and deletion of the limitation clauses in the salary schedule. Mr. Poohkay led the discussion on post-war reconstruction. Mr. W. J. Chernenko was elected councillor for the current year.

VERMILION SUB-LOCAL

The Vermilion Sub-local held its regular meeting on Saturday, December 4th in the Elks' Hall. After the business had been disposed of Mr. Walker, the chairman led a round-table discussion on the topic, "Mass vs. Individual Education." The meeting was found very stimulating and profitable to all. For the next meeting each teacher is briefly summing up what he or she thinks should be a definite minimum requirement for each grade in Social Studies, English, Mathematics, Science and Health. Mr. Laverty, the superintendent, will be present to discuss the course with the teachers.

VIMY

On the 24th of November the Vimy Sub-local had its first meeting at the home of Mrs. Lomer Gouin. The attendance was remarkable, considering the gas and the tire shortage.

The major part of the meeting consisted in nominating the following executive: President, Mr. H. Berieau; Vice-president, Miss Marie Jubinville; Secretary, Miss Evelyn Deniers and Press Correspondent, Mrs. Lomer Gouin. Mr. H. Berieau was also unanimously nominated as Councillor.

WETASKIWIN CONVENTION

The A.T.A. Convention was held Friday, December 3rd in the Alexandra School, Wetaskiwin, with a good attendance of city and rural teachers. R. F. Henderson, President, was chairman. The guest speaker was a former Wetaskiwin school teacher, Lt. J. Inglis of No. 133, C.A. (B) T.C. who spoke on "Experiences in the Army". At the afternoon session, the Superintendent,

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J. Scoffield spoke on "Points on Supervision". Sectional meetings were then held at which interesting and helpful talks were given by various teachers. The following officers were elected: Honorary President, J. Scoffield, B.A.; President, W. L. Mel Fowler; Vice-president, Miss Lorna Rosenberger; Secretary-treasurer, Miss E. Mary MacLaren; Press Reporter, Miss Betty Enarson.

Dr. Newland gave an address in the evening following a banquet and musical program.

WETASKIWIN

The December meeting of the Wetsaskiwin Sub-local A.T.A. took the form of a supper meeting in the Home Economics room of the Alexandra School. A short business meeting was held after supper. Mr. Blockside, chairman of the negotiating committee, gave a report of the progress made by the committee and some discussion followed. It was proposed that at the next meeting the subject "Discipline" should be discussed. Each teacher is to come prepared to take part in the discussion. Mr. Massing, Principal of the High School, then entertained with three very interesting and educational movies, which were very much enjoyed.

WHEATLAND

The regular monthly meeting of the Wheatland Sub-local was held at the Carseland School on November 17th. Fourteen teachers were present and after the business meeting Mr. D. McKinnon, M.L.A., addressed the teachers and his topic was, "The advantages of the Big Unit". A very lively discussion then followed on the merits of suicide promotion. The lady teachers of Carseland, Mrs. J. Bremner and Mrs. N. H. Kimmitt, served a delicious luncheon. The next monthly meeting will be held at Strathmore.

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Education for Adults Only, Says *Coronet*

What every school boy doesn't know is that he doesn't know very much—but where formal education ends, real wisdom begins, and the old grad becomes aware of his ignorance. He needn't blame himself, though, or his school for his failure to become educated, says Mortimer J. Adler, noted educator, in an article in the January, 1944 issue of *Coronet* magazine—because the very fact of youth is an obstacle to the pursuit of learning.

The real truth of the matter is that education is the business of adults, the occupation, not of childhood, but of a whole life. Infantile and adolescent education are only the beginnings of a substance to be acquired later by mature men and women. Because youth knows little of the pains of responsible judgment in all crises, because it lacks experience and is constantly subject to tides of coltish emotion, the voice of reason can penetrate its consciousness only slightly. What then, asks Professor Adler, can our schools and colleges accomplish, if they can't succeed in giving their charges a complete education?

According to Mr. Adler, modern education errs in two directions. It advances the importance of *making* a living over that of the *use* and *enjoyment* of the living we all must earn—

and it attempts to give young people the fruits of learning without teaching them first how to climb the tree. The theory that children accumulate in school the knowledge that they're going to use later on in life is outmoded . . . it forces children to swallow indigestible lumps of information that they can't possibly assimilate, thus burdening the memory and making no impression at all on the understanding. Far more telling is the method of instructing children in the *skills* of learning than that of burdening them with the learning itself. By this latter method the child can attain legitimately and comprehend more fully the fruits at the top of the tree of learning.

And thus, concludes Professor Adler, schools must cease filling young minds with a jumble of miscellaneous information, or, according to the tenets of progressive education, attempting to inoculate children with false maturity. Concentration must be on the discipline of the mind, on the instillation of learning skills . . . so that children may learn in school the methods of becoming educated and so that they may as adults, after school, move on to the pursuit and acquisition of mature knowledge and wisdom.

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